Diversity Plan 2010-2015

March 2011

Submitted and Approved By:
Lane Community College Diversity Council and Diversity Office

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Executive Summary

In 1995, with assistance from the Western Interstate Commission on Higher Education (WICHE), Lane staff, students and community members created the first Diversity Plan for Lane Community College. The 1995 Diversity Plan primarily focused on the four racial/ethnic groups and women. A diversity team was established to ensure the implementation of the Diversity Plan and later assumed leadership in updating the 1995 Diversity Plan. Action Teams, reflecting the different areas of diversity stated in the Plan, were created to provide recommendations to be addressed by the college. Action Teams solicited ideas from Lane staff, students and community members. A process was established to allow staff, students and community members, to review the initial draft and provide input.

In 2003, the Diversity Team created a long range plan, the 2003-2008 Diversity Plan, which included additional areas of diversity such as language and cultural competency, age, sexual orientation, social class, International, disabilities, technology and religious diversity. The 2003-2008 Diversity Plan was central to the college vision, mission, and core values statement adopted by the Lane Community College Board of Education in February 2003. Diversity was and continues to be specifically stated as a core value of the college.

When Lane's Board of Education approved a new college governance system in September 2004, the Diversity Team was replaced with the Diversity Council. The new governance framework created a College Council and six governance councils organized around specific work areas: Diversity Council, Facilities Council, Finance Council, Learning, Council, Student Affairs Council, and Technology Council. Each council has a written charter that defines its purpose, scope of work, and membership. The councils' charters also contain a decision matrix that defines the roles of groups and individuals for the various tasks and decisions process that is utilized by each council.

During 2009-10, the Diversity Council reviewed and revised the former plan developing a new comprehensive diversity plan for the college for 2010 through 2015. In 2010, the Council also developed a Diversity Strategic Direction with specific goals and an implementation plan, which incorporated the Diversity Strategic Direction and items from 2010-2015 Diversity Plan. These Strategic Direction goals and accompanying implementation plan will be evaluated at the end of each academic year with new goals and implementation plan created for the upcoming year.

The 2010-2015 Diversity Plan presents a vision for diversity at Lane and incorporates best practices in the area of diversity strategic planning. At Lane, a social justice framework guides diversity efforts so that issues of privilege, oppression and discrimination will be recognized and addressed. An essential part of the vision is that diversity change should be inclusive in nature, not exclusive. Additionally, diversity should be everyone's responsibility and all staff should have the capacity to create educational and work environments that are safe and respectful.

__Format__

The 2010-15 Diversity Plan begins with an introduction that presents a vision and foundation for diversity at Lane, relates the importance of diversity to the college, and notes best practices for successful diversity initiatives. The Action Items follow which contain information on the proposed action, accountability, assessment measure, timeline and estimated costs. Within this section are indexes to the action items which relate to subject and accountability to identify managers and executive leaders responsible for the implementation of each item. The next section contains visionary and current status statements. These statements serve to establish expectations, attitudes and best practices that reflect the spirit of the Diversity Plan. The Appendices contains information on a timeline for implementing action items from year 1-5; an action item cost summary; a glossary to identify terms or acronyms within the document; the Diversity Council List who guided the process of

composing action items; Lane's Vision, Mission and Core Values; and its Strategic Directions adopted by the Lane Community College Board of Education in March, 2010.

Profile of Action Items

Number of Action Items:

Student Community	17
Staff Community	15
College Climate	8
Community Involvement	6
Curriculum & Instruction	12
Leadership and Commitment	17
Total	**75**

Number of Items by Percent and Category

- Student Community 17, 22.5%
- Staff Community 15, 20%
- College Climate 8, 11%
- Community Involvement 6, 8%
- Curriculum and Instruction 12, 16%
- Leadership and Commitment 17, 22.5%
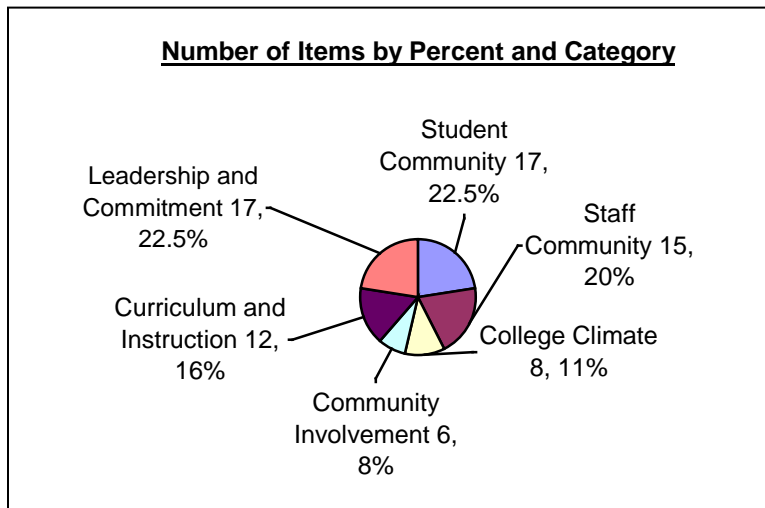
Calendar of Implementation:

Ongoing	25
Year One	10
Year Two	23
Year Three	9
Year Four	3
Year Five	5

Action Items Calendar Distribution

- Ongoing 25, 33%
- Year One 10, 13%
- Year Two 23, 31%
- Year Three 9, 12%
- Year Four 3, 4%
- Year Five 5, 7%
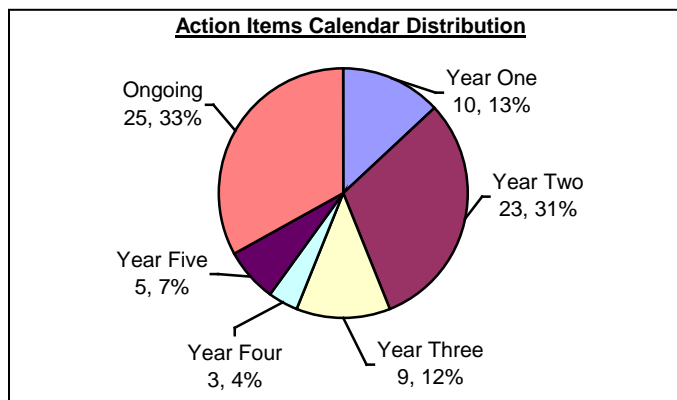
Implementation

At Lane, there will be a shared accountability to lead the implementation of the Diversity Plan. The President, the Diversity Office, and the Diversity Council will ensure the implementation and evaluation of the Diversity Plan. The Chief Diversity Officer will report annually to the President and the Diversity Council on the accomplishments of the Diversity Plan. In addition the Diversity Council will provide a report to the President and College Council at the end of each academic year on the progress toward the implementation of the Diversity Strategic Direction Goals.

Statement on Costs

Like colleges and universities across the country, Lane Community College faces the challenge of providing quality services and programs with diminishing financial resources. Recognizing the role of diversity in providing quality learning experiences, Lane's leadership has made a commitment to the implementation of the Diversity Plan.
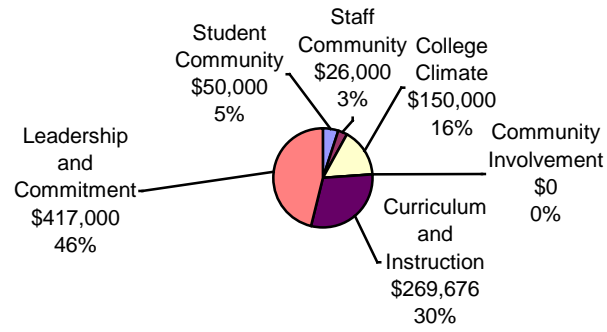
In these times of uncertain budget projections, Lane needs to use available resources strategically. Lane resources that can help move the college toward increased diversity are the vision of diversity at Lane, which develops the capacity to create inclusive, respectful work environments; the 2010-15 Diversity Plan, which responds to the needs of a diverse college population; the culture at Lane, which promotes innovation and creativity and encourages staff to respond to internal and external challenges; and the Diversity Council, which can identify and prioritize action items that can be done within the limitations of the current budget climate.

Realistically, the current budget climate may impact the college's ability to implement diversity initiatives. Lane will need to be proactive in securing grants to implement initiatives requiring additional funds. It is important to note that the majority of the Diversity Plan, that is, 75%, may be implemented with financial resources already allocated to department budgets. Thus, the Diversity Plan offers an opportunity to achieve many of its goals.

Diversity Plan Cost Distribution:

Student Community	$	50,000
Staff Community	$	26,000
College Climate	$	150,000
Community Involvement	$	0
Curriculum & Instruction	$	269,676
Leadership & Commitment	$	417,000
Total	**$**	**912,676**

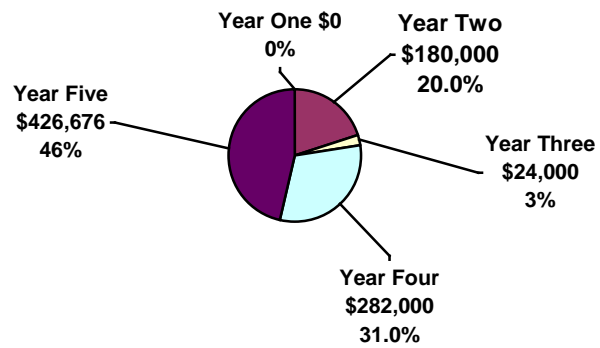**Diversity Plan Cost Distribution**

Student Community $50,000 5%

Staff Community $26,000 3%

College Climate $150,000 16%

Community Involvement $0 0%

Leadership and Commitment $417,000 46%

Curriculum and Instruction $269,676 30%

Action Items Costs Per Year

Year One $0 0%

Year Two $180,000 20.0%

Year Three $24,000 3%

Year Four $282,000 31.0%

Year Five $426,676 46%

Lane Diversity Plan

Introduction

A Diverse Community will:

- Enhance open access and opportunity for all and attract a diverse population.
- Enrich the educational experience and promote personal growth.
- Foster mutual respect and an appreciation of differences and promote cross-cultural understanding.
- Prepare leaders for a competitive global community.

Lane Community College, a comprehensive community college, was founded in 1964 and since the opening of the main campus in 1968, has emerged to be one of the top two-year colleges in America. Lane is the third largest of the 17 community colleges in Oregon. Approximately 40,000 students take classes each year. Lane has received many awards and accolades for its innovative programs and high quality instruction. For almost four decades, Lane has been a member of the League for Innovation in the Community College, a consortium of community colleges organized to stimulate innovation and experimentation in all areas of community college development. Lane is the only League college in Oregon and one of the nineteen member colleges that comprise the League's board. The 1998 issue of Change Magazine called the League "the most dynamic organization in the community college world." In 2000, Lane became one of 12 Vanguard Learning Colleges, an initiative of the League of Innovation, which work toward placing learning first throughout their institutions. These colleges are developing and strengthening policies, programs and practices across their institutions with a focus on the five project objectives: organizational culture, staff recruitment and retention, technology, learning outcomes and under-prepared students. Lane's membership with the League of Innovation and selection as a Vanguard college provides a strong foundation for implementing diversity initiatives.

Lane is the only community college in the state with the positions of a chief diversity officer and coordinator of Ethnic Studies and is one of the few colleges in Oregon with a Diversity Council to oversee institutional diversity planning and policy efforts. For several years, Lane has played an important role in planning and organizing the annual Oregon Diversity Institute conference. Lane also has taken a leadership role in responding to the needs of a diverse population. Some examples are its Rites of Passage programs for middle and high school students of color, the American Indian Language Program, the Women in Transitions Programs offered by the Women's Program, the Associated Students of Lane Community College (ASLCC) Multicultural Committee, the building of a new Native American Longhouse, the Veterans Resource Center, and the various programming and support for student groups provided by the Multicultural Center. In addition to the services offered by Disability Services and the Affirmative Action/Diversity/Equal Opportunity in the Diversity Office, many college departments, including the President's Office, have initiated diversity efforts.

Historical Background

In 1995, the Lane Western Interstate Commission on Higher Education (WICHE) committee, comprised of 30 Lane students, and staff and community representatives adopted a Diversity Plan for Lane Community College. The 1995 Diversity Plan primarily focused on the four racial/ethnic groups and women. The Diversity Team was created to ensure implementation of the plan as well as to expand the area of diversity concerns to be addressed by the college. The 1995 Diversity Plan

incorporated the values of the college's Mission, Vision and Unifying Principles and identified the following areas of emphasis:

♦ Leadership and Commitment
♦ Staff Recruitment, Training and Retention
♦ Curriculum Development
♦ Student Recruitment, Retention and Campus Life
♦ Community Involvement

The Diversity Team formulated an Executive Committee and created sub-committees to work on specific areas of the plan. Despite the challenges in implementing the plan due to the extensive number of tasks required to complete assignments with limited resources and staff, the Diversity Team successfully accomplished the following:

♦ Creation of Diversity Scholarships
♦ "Synergy Training" for Staff on Hiring Committees
♦ Respectful Environment Training
♦ Establishment of the Ethnic Studies and Diversity Coordinator Positions
♦ Gender/Ethnicity/Multicultural AAOT Degree Requirement
♦ Minority Student Focus Groups

In 2000, President Jerry Moskus requested an update of the 1995 Diversity Plan. Out of that process, additional areas such as language and cultural competency, disabilities and serving the needs of lesbian, gay, bisexual and transgender and international populations were included in the updated 2003-2008 Diversity Plan.

In 2009-10, Lane's Diversity Council updated its 2003-2008 Diversity Plan and proposed the 2010-2015 Diversity Plan. This plan incorporated items from the college's Response Team Recommendation Report as well as new items focusing on diverse student and staff recruitment and retention, hiring processes, training, and student evaluations.

A Vision of Diversity for Lane

The understanding by the college of what diversity means provides the foundation for diversity initiatives on campus. Many colleges follow a vision of diversity that Frederick A. Miller identifies as the "Individual Differences Perspective". This model describes diversity as a simple understanding between different individuals and celebrating everyone's differences. The major flaw of this perspective is that it does not recognize the reality that individuals may be deterred from being fully included by systems and operational practices that favor some people at the expense of others. According to Miller, a "Social Justice Perspective" will address discrimination and oppression and meet the "isms" directly. A social justice framework will "identify the 'isms' that continue to exist, exposing where they occur, how they work and what mechanisms perpetuate them." Some examples of the "isms" are: **(1)**

♦ Ableism
♦ Ageism
♦ Classism
♦ Lingüicism
♦ Sexism
♦ Racism
♦ Heterosexism

At Lane, we pursue a social justice framework to guide our diversity efforts. Lane's diversity work should have an experiential-based definition, i.e. defined experientially by actions. Lane should

actively seek a healthy mix of individuals with diverse backgrounds, life experiences, approaches, skill-sets, and understandings so that we may build our capacity to produce solutions that will address the needs of a growing, diverse student population and workforce. It must be clearly understood that diversity is not simply a mirroring of demographics of the local population. Diversity is about becoming a higher performing organization, which produces outcomes that serves the needs of a diverse college population. Diversity is about being inclusive, not exclusive. Understanding that people within the college will reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one**. (2) (3)**

Relation to Lane's Vision, Mission, Core Values, and Strategic Directions

The 2010-2015 Diversity Plan is central to the College mission, values, and strategic directions. Diversity is reflected in its Core Values and Strategic Direction statements:

Core Values

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Strategic Directions

A Diverse and Inclusive Learning and Working Environment

- Create a diverse and inclusive learning college
- Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities

Context

Diversity is more than simply mirroring the demographics of the local population. Applying a social justice framework is important for creating a diverse and inclusive learning college. Welcoming and respecting students and employees with diverse backgrounds, life experiences, approaches, skill-sets, and understandings will enhance Lane's capacity to address the needs of our increasingly diverse community and workforce.

Goals

- Improve hiring and retention efforts from within communities of color for part-time and full-time positions

- Provide trainings to increase cultural competency among Lane staff
- Develop effective, ongoing, systematic processes and measurements that assess the needs and success of diverse populations at the college
- Promote a welcoming, inclusive campus climate that supports the success of Lane's diverse students and staff by implementing best practices, community defined practices, and comprehensive strategies that focus on retention

See Appendix II for Lane Community College's Vision, Mission, Core Values, and Strategic Direction statements.

Why Diversity is Important

Who Needs Diversity?

Consider the following questions:

- What are the demographics of our constituency? (e.g., age, income, gender, ethnicity, race, etc.)
- How many languages are spoken in our community?
- How frequently does inter-group conflict arise?
- Is there a high level of turnover among certain employee groups?
- Are policies and benefits attractive to potential diverse applicants?
- Are we losing top talent because people do not feel valued, included or heard?
- Are employees with diverse talent and skill sets rewarded?

According to the Diversity statement from the Society for Human Resource Management (SHRM), diversity initiatives produce work environments that yield greater productivity and outcomes. Exploring new ways to be inclusive will lead to a better opportunity to make full use of contributions of all employees. The Society for Human Resource Management identifies a several components of diversity initiatives that go well beyond a moral or social justification. **(4)**

Diversity Initiatives Can Improve the Quality of the Workforce

As the workforce becomes increasingly diverse, diversity initiatives play an important role in providing a stimulus to creating an environment that will value the worth and contributions of every individual. Diversity will benefit an organization by producing more effective work groups, less conflict on the job and create a better understanding of customer service. In an environment that promotes diversity, all employees will feel valued and demonstrate greater commitment and motivation.

Communities are Even More Diverse than the Workforce

Having employees who "speak" the language, understand the needs of diverse populations and provide new ways to serve diverse communities, benefit the organization. Few institutions can expect to access diverse communities without recruiting and retaining a staff that reflects the diversity of the population.

Recognized Diversity Initiatives and Diversity Results Will Attract the Best and Brightest Employees to an Organization

Crucial to the success of an organization is the ability to recruit and retain talented potential employees who possess diverse skill sets. Such potential candidates will demonstrate more interest in organizations that shows a commitment to developing, promoting and valuing diversity initiatives.

Increased Creativity

In a diverse organization, a diverse workforce can bring different perspectives, ideas and solutions, as well as provide new challenges to accepted views. By viewing a diverse workforce as a resource, a dynamic synergy will emerge, which in turn, provide opportunities for enhancing the organization.

Flexibility Ensures Survival

The organization, and its employees, must have the ability to learn how to respond to changing environments. Employees must learn to adapt to new situations and be able to learn from people different than ourselves.

Diversity Plan:
Making It Happen

The American Association of Community Colleges Commission to Improve Minority Education has identified key ingredients to initiate successful diversity efforts:

- COMMITMENT. Persistence and action are the bywords. Leadership has to make and encourage others to make diversity values and goals a priority, and find ways to give support to the achievement of these goals. This includes keeping all members of the college community informed of relevant actions, the reasons for the actions, and goals anticipated.
- POLICY. Written policies, including implementation goals, strategies, and measures must be in place at every level.
- INFORMATION. Access to reliable information must under-gird policy formulation and implementation.
- LEADERSHIP. Leaders, whether college trustees, the state governor, academic deans or directors of professional organizations, must make an unflagging commitment to equal opportunity for all persons.
- COLLABORATION. In order to remove the financial, logistical, psychological, social and cultural barriers to minority student achievement, many individuals and organizations must come together around common goals. **(5)**

According to Dr. Frances E. Kendall, an expert on organizational change, the visible support and commitment of the senior leadership of a college is fundamental to a successful diversity initiative. Without this critical element, diversity initiatives are not likely to succeed. In a model "Institutional Visions: A Dynamic Model, created by Dr. Kendall and Dr. Cristine Cullinan, they introduce the concept of Single, New and Shared Visions. The model provides a way to assess an institution's involvement with diversity. The authors offer the following explanation of the model:

The following model is offered as a way to consider what is happening at your college or university, what could be happening, and what steps you might take to get those things to happen. Any of the three levels of "VISION" can be called into play when new issues of diversity emerge on campus. For example, your campus may be operating with *New Visions* in areas relating to race and ethnicity, and may be operating with *Shared Visions* in areas relating to gender, but may be confined to *Single Vision* thinking at the moment in dealing with issues related to sexual orientation or issues related to disability. You have to be involved in the questioning places of *New Visions* and the actions of *Shared Visions* on a continuing basis to avoid slipping into single vision thinking. It is hard work, and ultimately it is what we have to do if we are to honor our commitment to providing institutions where individuals can learn and grow. **(6)**

 A goal of the Lane Diversity Plan is to ensure that all components are involved in the New Visions and Shared Visions phases of the model.

Finally, Dr. Frances E. Kendall offers the following guidelines outlining essential elements required of organizations engaged in genuine diversity work:

1. A clear vision and mission that underscore the bottom-line necessity of a strong, diverse work place community;
2. Strong, on-going visible leadership from the senior administrators on these issues;
3. A clear, cohesive, long-term strategic plan for creating a more diverse hospitable climate; this plan should be tied to the organization's business plan and communicated to al employees; all employees, including faculty, are held accountable for its success;
4. Funding and support for the diversity initiative at a level that assures that long-term change in the organization's culture can take place, given that changing an institution's culture takes from five to ten years of consistent work.
5. An office that is charged with *guiding* the diversity effort (as opposed to doing all the work); This office should be headed by a senior-level administrator who reports directly to the President and

whose position on the senior management team ensures that the senior leadership is constantly considering diversity as one of the lenses through which it views every decision;

6. A determination and commitment to the development of all employees through a wide variety of training and educational opportunities; within these opportunities, there should be a strong focus on creating, leading, maintaining, coaching and/or working with a diverse work force;

7. Clear communication with all members of the organization about how to be successful in the institution-its formal and informal rules, its decision-making processes, what it rewards, how it responds to change, and so on-so that everyone has an equitable opportunity to be successful;

8. On-going communication from the top that creating a hospitable and equitable work environment for all employees is a long term, multifaceted, continual process, not an event or a quick fix;

9. An organizational mindset that supports risk-takers and treats errors as opportunities for learning rather than retribution;

10. Recognition and rewards systems that provide opportunities and incentives to recruit and retain a diverse work force and are tied to the performance appraisal process;

11. Short- and long-term recruitment, mentoring, and succession programs that move people of color and white women into all levels of the organization;

12. Involvement and ownership of the work on diversity by all members of the organization's community;

13. A willingness and commitment to address complicated issues, such as racial, ethnic, cultural, and gender conflict, and to deal with the resistance and discomfort that is bound to occur within the organization as work on diversity is carried out;

14. Rules, regulations, and policies that are regularly assessed to be sure that they are flexible and inclusive enough to ensure that they do not have a disparate impact on employees; and

15. Opportunities within the organization for every employee to build collegial relationships with others who are different from them. **(7)**

Lane's Diversity Plan will incorporate these essential elements to ensure a genuine and successful diversity initiative.

<u>Essential Components of Diversity</u>

- Diversity flourishes on a campus that accepts and values a diversity of ideas among individuals.
- Diversity promotes an environment where equity, respect and recognition represent the norm in the campus climate.
- Diversity initiatives are integrated into the core structures of the institution and become a central feature of strategic planning efforts.
- Diversity permeates many aspects of the campus environment and these aspects should be seen as inter-related and inter-connected.
- Diversity efforts are more than recruiting under-represented students and should include issues such as inter-group relations, faculty and staff professional development, curricular change and diversifying faculty and staff.
- Diversity reflects a direct relationship to student learning goals and intellectual diversity.
- Diversity directly connects diversity consciousness and student success in college.
- Diversity requires a personal commitment from faculty/ staff to educate oneself by moving beyond personal and cultural comfort zones and opening up our minds to new and different experiences and perspectives.
- Diversity needs to be seen as a value-added and not just numbers.

References

1   Miller, Frederick A. "Cultural Diversity: Social Justice or Individual Differences." In NTL Institute for Applied Behavioral Sciences. Reading Book for Human Relations Training, Eight Edition. Alexandra, Virginia: NTL, 1999.

2   Hayles, Robert. "Diversity Work Today: Where Are We?" Lecture at the Summer Institute for Intercultural Communication, Forest Grove, Oregon, July 30, 2001.

3   Hayles, Robert and Russell, Armida Mendez. The Diversity Directive: Why Some Initiatives Fail & What To Do About It. New York: McGraw Hill, 1997.

4   Society for Human Resource Management Website, http://www.shrm.org/diversity/businesscase , March 23, 2001.

5   Gallego, Augustine P. "Leading the Multicultural Community College." Community College Journal of Research and Practice 20 (January-February 1996).

6   Kendall, Frances E. and Cullinan, Cristine A. "Institutional Visions: A Dynamic Model for Assessing Your Involvement with Diversity." Workshop Material presented at the National Conference on Race & Ethnicity in High Education, Seattle, Washington, June 2001.

7   Kendall, Frances E. "Major Elements Needed in an Organization that Genuinely Values Diversity." Workshop Material presented at the National Conference on Race & Ethnicity in Higher Education, Seattle, Washington, June 2001.

Action Items

The section contains action items presented by the Diversity Council and Diversity Office. Each action item has a recommendation that contains information on the proposed action, accountability, assessment measure, timeline for implementation and costs. In order to fully implement diversity initiatives, financial support is critical. While several action items require additional funds for their implementation, many action items can be supported through funds already allocated to departments. These actions items are identified as "Included in Budget." The accountability box, in addition to identifying positions responsible for implementation, also identifies the executive level position **(in bold print)** the position reports to within the organization.

The actions items are placed in the following components that best reflect the intent of the proposed actions:

COMPONENT	ACTION ITEM NUMBERS	PAGE NUMBERS
Student Community	Action items 1 through 17	Pages 17 through 21
Staff Community	Action items 18 through 32	Pages 22 through 25
College Climate	Action items 33 through 40	Pages 26 through 27
Community Involvement	Action items 41 through 46	Pages 28 through 29
Curriculum & Instruction	Action items 47 through 58	Pages 30 through 32
Leadership and Commitment	Action items 59 through 75	Pages 33 through 37

These components serve to provide more focus on specific areas of diversity that are critical for a successful implementation of the 2010-2015 Diversity Plan.

Throughout the presentation of the action items, the terms "diverse populations" or "all" will be stated. The intent of these terms is be as inclusive as possible and refers to, but not limited to, the following: race, ethnicity, national origin, gender, sexual orientation, socio-economic status, age, physical abilities, familial status and religious beliefs. In some cases, there will be a reference to a specific population which requires a specific strategy to address the need.

Student Community (17 Items)

1. Recommendation: Expand college-wide early academic warning system.

Proposed Actions	Through the Success and Goal Attainment (SAGA) Early Alert Subcommittee, the early academic warning system is currently being designed and piloted with the goal of having a college-wide system with graduated levels of intervention in place by 2012-13.
Accountability	Title III Director; Student Financial Services Director; Associate Dean, Counseling Department; Associate Dean, Enrollment and Financial Services; SAGA Early Alert Team; **Student Affairs Executive Dean**
Assessment Measures	The goal of the SAGA Early Alert Subcommittee is to have the comprehensive college-wide early academic warning system with graduated levels of intervention in place by 2012-13.
Timeline or Due Date	Comprehensive college-wide early academic warning system with graduated levels of intervention will be in place by 2012-13, or as adequate resources are available.
Cost Estimate	Some funding is included in the Title III budget. A potential barrier, however, is having adequate resources to provide a comprehensive system of interventions.

2. Recommendation: Continue and increase support for Rites of Passage program for diverse populations.

Proposed Actions	Phase 1: Continue and expand support of Rites of Passage programs to meet growing demographics and changing needs within community. Phase 2: Develop additional Rites of Passage program to serve LGBTQ students.
Accountability	Associate Dean, Student Life and Leadership Development; **Student Affairs Executive Dean**
Assessment Measures	Give annual reports to the Diversity Council on Rites of Passage Programs and the establishments of new programs.
Timeline or Due Date	Phase 1: year two; Phase 2: year three as funding becomes available.
Cost Estimate	$30,000 ($20,000 for Phase 1 Expansion; $10,000 for Phase 2 New Program for LGBTQ students)

3. Recommendation: Increase fundraising and resource development for women and other underserved populations.

Proposed Actions	In collaboration with the Lane Community College Foundation and community resources, create a subcommittee to focus on increasing scholarships for women and other underserved populations.
Accountability	Women's Program Director; Foundation Director; **Student Affairs Executive Dean**
Assessment Measures	Increased financial resources for women students and other underserved populations.
Timeline or Due Date	On-going
Cost Estimate	Included in budget

4. Recommendation: **Increase support for low-income women.**

Proposed Actions	Work toward increased social supports for low-income women so they may participate in education and training. Assess the impact of regulatory frameworks for welfare recipients and participants in Workforce Investment Act funded activities on access to education. Assess the college's ability to promote support systems for low-income women. Develop partnerships to assist in this goal.
Accountability	Women's Program Director, **Student Affairs Executive Dean**
Assessment Measures	Increased access to education and social supports for low-income women
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

5. Recommendation: **Increase services and opportunities for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students.**

Proposed Actions	Increase services available to LGBTQ students and create strategies that will address the unique needs of LGBTQ students. The formation of Gay-Straight Alliances and other LGBTQ themed student clubs should be formally supported in a statement that regards such clubs as a necessary component of an inclusive extracurricular atmosphere.
Accountability	Student Life and Leadership Development Associate Dean, ASLCC, Student Affairs Executive Dean, **Academic & Student Affairs** (**ASA) Vice President**
Assessment Measures	Give annual report to the Diversity Council.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget, however, some increase in services may require additional funding.

 6. Recommendation: **Ensure collaboration of outreach to diverse students in high schools and middle schools with representatives of diverse populations.**

Proposed Actions	Create outreach programs to local high school and middle schools to diverse populations including LGBTQ, students of color, students with disabilities, and women to attend Lane.
Accountability	Student Recruitment and Outreach Officer; ASLCC, Multicultural Center Program Coordinators; **Student Affairs Executive Dean**
Assessment Measures	Document the rate of participation of diverse student populations at the end of each year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

7. Recommendation: Establish a visitation program for diverse student populations.

Proposed Actions	Create a framework for visiting diverse student populations to explore the options available at Lane. Elements of the program should include a campus tour, student panel, staff panel, cultural presentation, and introduction to student services.
Accountability	Student Recruitment and Outreach Officer; ASLCC, Multicultural Center Program Coordinators; **Student Affairs Executive Dean**
Assessment Measures	Document the number of visits from groups and include demographic profile and compile into annual report for Diversity Council and Diversity Office.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

8. Recommendation: Include LGBTQ scholarship information with other school information.

Proposed Actions	Include LGBTQ scholarship information with other financial aid information on web sites, printed materials and scholarship workshops.
Accountability	Student Financial Services Director; Associate Dean, Counseling Department; **Student Affairs Executive Dean**
Assessment Measures	Document progress towards posting LGBTQ scholarship information and report to Diversity Council and Diversity Office at end of each year.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

9. Recommendation: **Create parental awareness workshops.**

Proposed Actions	Offer workshops to increase parental awareness of college and show how college can become a reality to diverse communities. Provide tours and presentations in Spanish. Initiate college information nights at local high schools for Spanish-speaking parents and students.
Accountability	Student Recruitment and Outreach Officer, Multicultural Center Program Coordinators, **Student Affairs Executive Dean**
Assessment Measures	Document the number of workshops presented during the year and report to Diversity Council and Diversity Office.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

10. Recommendation: **Create and sustain support and resources to help international students adjust to life and education in the U.S. and meet their educational and personal goals.**

Proposed Actions	Develop additional support services and resources to assist international students with adjusting to life in the U.S. and meeting their educational and personal goals.
Accountability	Academic Learning Skills & English as a Second Language Division Dean; **Academic and Student Affairs (ASA) Executive Deans**
Assessment Measures	Report annually to the Diversity Council and Diversity Office regarding progress in developing more support services and resources for International students.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

11. Recommendation: Develop a case management system.

Proposed Actions	Develop a standardized, intensive case management system.
Accountability	TRiO Program Director; Title III Director; Counseling Department Associate Dean, **ASA Executive Deans**
Assessment Measures	Assess for ease of use. Assess and measure term by term based on term and/or cumulative GPA.
Timeline or Due Date	5 years, depending on available resources
Cost Estimate	Included in budget

12. Recommendation: **Update and increase the number of bilingual materials.**

Proposed Actions	Ensure that college publications are current and provide access to diverse language populations, particularly in Spanish.
Accountability	Marketing and Public Relations Director; Institutional Research, Assessment & Planning Manager; ESL/IESL Programs Dean; Multicultural Center Program Coordinators; Student Life and Leadership Development Associate Dean; **ASA Vice President & President**
Assessment Measures	During first year, assess what currently is being done in each area. Document progress made in areas each year.
Timeline or Due Date	2 years
Cost Estimate	Included in budget ($2,000 from the Diversity Office Budget will be set aside for translation of materials for the next two years).

13. Recommendation: **Develop resources and support for English as a Second Language (ESL) students transitioning to credit classes.**

Proposed Actions	Provide scholarships and assistance with writing scholarship applications to ESL students transitioning from ESL classes and non-credit classes to credit classes.
Accountability	ESL/IESL Dean, **ASA Executive Deans**
Assessment Measures	In coordination with the Foundation and Institutional Research, Assessment, and Planning (IRAP), the ESL/IESL Dean will document and report the number of ESL & IESL students who receive scholarships and transition into credit classes.
Timeline or Due Date	2 years
Cost Estimate	Included in budget, however, funds may need to be developed for additional resources and scholarships.

14. Recommendation: Expand non-traditional programming for women.

Proposed Actions	Seek outside funding for expansion of services and programs to help girls and women enter and succeed in nontraditional careers. Partner with Apprenticeship Program to create pre-training programs for women entering technical and trades careers. Work with the Foundation on "seed money" for programs.
Accountability	Director, Women's Program; Director, Foundation; **ASA Executive Deans**
Assessment Measures	Increase in women and girls participating in nontraditional career exploration activities, pre training programs and nontraditional career training programs by 3% each year.
Timeline or Due Date	2 years
Cost Estimate	$ 20,000 (External Funding)

15. Recommendation: Include diversity questions as part of the student evaluation process.

Proposed Actions	Specific questions about diversity within the classroom will be developed and included in student evaluations.
Accountability	Academic Deans and Managers, IRAP Manager, ASA Executive Deans, **ASA Vice President**
Assessment Measures	Diversity questions will be reflected on student evaluations.
Timeline or Due Date	Developed and implemented by academic year 2012-13.
Cost Estimate	Included in budget

16. Recommendation: Increase the recruitment of diverse students and staff at Lane Community College.

Proposed Actions	Develop a proactive, coordinated and intentional approach to the recruitment of diverse students and staff at Lane Community College resulting in an increase annually in the number of diverse students enrolled and diverse staff hired at the college by two percent.
Accountability	Deans/Managers, **Executive Team**
Assessment Measures	Document annually the number of diverse students enrolled and diverse staff hired and report to the Diversity Council.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

17. Recommendation: Increase the retention of diverse students and staff at Lane Community College.

Proposed Actions	Each department and/or division will include an item on its unit plan that focuses on the development of successful strategies to retain the underrepresented students and staff within its department and/or division.
Accountability	Deans/Managers, **Executive Team**
Assessment Measures	Document annually the number of diverse students and staff retained and report to the Diversity Council.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

Staff Community (15 Items)

18. Recommendation: Create a 12-month look-ahead recruitment plan.

Proposed Actions	Develop annual faculty and management recruitment plans that look 12 months ahead. Recruitment decisions for management and faculty should be made annually by or before January 1st. Management and faculty vacancies will be nationally advertised.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Number of annual faculty and management recruitment plan.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

19. Recommendation: Create a diversity map of current under-represented staff at Lane that is consistent with and protects the confidentiality of self-reported demographic data and establish AA/EEO placement goals for departments with underutilized job categories.

Proposed Actions	Utilizing the AA/EEO Workforce Analysis Report, create a diversity map of current under-represented staff at Lane. Placement goals will be created including number of faculty, classified, and manager Job Groups that are underutilized using the 80% with Whole Person Rule.
Accountability	Chief Affirmative Action/Diversity Officer, Chief Human Resources Officer, **President**
Assessment Measures	Diversity map completed annually. Placement goals including number of faculty, classified, and manager Job Groups that are underutilized using the 80% with Whole Person Rule created.
Timeline or Due Date	Ongoing
Cost Estimate	Included within budget

20. Recommendation: Initiate opportunities to see language diversity as a resource.

Proposed Actions	Provide training so staff can understand language discrimination in the U.S., how language is learned, ways to foster native language literacy, the role of language development in school achievement, and role of teachers in producing a positive climate for English language learners.
Accountability	Professional & Organizational Development Manager, Chief Diversity Officer, **President**
Assessment Measures	Document number of trainings and collect evaluations of participants.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

21. Recommendation: Create a framework to promote ongoing diversity training on campus and within the community.

Proposed Actions	Create a framework to provide ongoing training on diverse populations, including LGBTQ, communities of color, international, disabilities, religion, veterans, and gender at department meetings, in-service days, staff orientations, and college-wide trainings for all Lane staff and students. Partner with community advocacy group, e.g., NAACP, IDEC, and Human Rights Program, to provide professional development opportunities such as "Study Circles on Race" and other cultural competency training. Promote Lane as a host site for diversity and multi-cultural training events.
Accountability	Professional & Organization Development Manager, Chief Diversity Officer, Managers, Deans, **Executive Team**,
Assessment Measures	Document and assess the number of diversity related trainings conducted throughout the year campus-wide and department settings.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

22. Recommendation: Accountability/evaluation of diversity in faculty contract.

Proposed Actions	Include a diversity evaluation criterion in faculty evaluations.
Accountability	Faculty Union President; Chief Human Resources Officer, **President**
Assessment Measures	Faculty evaluation forms will contain diversity criteria
Timeline or Due Date	Next bargaining opportunity (2 years/2011-12)
Cost Estimate	Included in budget

23. Recommendation: Increase the recruitment area for classified staff.

Proposed Actions	Make Oregon and/or the Pacific Northwest the recruitment area for externally posted classified vacancies. "Employment Opportunities" should also be featured as a link on the Lane Community College main web page.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Percentage change in the total number of applicants for externally posted classified positions from the previous 12-month period.
Timeline or Due Date	2 years (First week of November)
Cost Estimate	$16,000 (While there is additional cost for printed advertising, there is no additional cost for enhancing Lane's online LEO presence).

24. Recommendation: Increase promotion of open positions.

Proposed Actions	Forecast and communicate open positions as soon as possible in multiple formats and media. Require all employment vacancies, including all part-time faculty and time sheet classified vacancies, to be posted online via LEO beginning July 1, 2011.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Percentage change in the number of formats and media used from the previous 12-month period. Increased number of applications from diverse populations.
Timeline or Due Date	2 years (First week of November)
Cost Estimate	$5,000 (While there is additional cost for printed advertising, there is no additional cost for enhancing Lane's online LEO presence).

25. Recommendation: **Extend recruitment processes period.**

Proposed Actions	Extend recruitment periods to yield large and diverse applicant pools with minimum posting periods of: (1) Four weeks for external classified postings, and (2) No less than eight weeks for most contracted faculty and management external postings.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Percentage change in the number of applicants and diverse applicants in classified, faculty and management applicant pools from the previous 12-month period.
Timeline or Due Date	2 years
Cost Estimate	$5,000 (While there is additional cost for printed advertising, there is no additional cost for enhancing Lane's online LEO presence).

26. Recommendation: Hiring process incorporate LGBTQ experiences.

Proposed Actions	Continue to include in hiring process a statement encouraging underrepresented people, including LGBTQ persons, to apply and advertise in LGBTQ publications/media. Efforts to include LGBTQ applicants and candidates should be incorporated into all diversity recruiting efforts.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Document progress towards including LGBTQ experiences in the hiring process.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

27. Recommendation: **Develop a shared pool of people to provide interpretation and translation services reflective of the language needs of college and community.**

Proposed Actions	Identify staff willing to serve as a first point of contact for students speaking a language other than English. Publicize list of staff throughout campus and on college web site for staff and student awareness of this resource. Post flyers throughout campus reflecting various languages of this resource.
Accountability	Chief Diversity Officer, Latino/Chicano Program Coordinator/MCC, Chief Human Resources Officer, **President**
Assessment Measures	Complete and publicize list on campuses.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

28. Recommendation: **Increase bilingual/bi-cultural competence of Lane's workforce.**

Proposed Actions	reate language training opportunities in Spanish and other languages for staff to ensure effective services to students. Provide staff access and incentives for Spanish language training. Recruit bilingual/bi-cultural persons for open positions.
Accountability	Chief Human Resources Officers, Chief Diversity Office; Professional & Organization Development Manager, **President**
Assessment Measures	Document the number of staff participating in training. Create an evaluation instrument to solicit comments and feedback from staff.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

29. Recommendation: Create safe spaces for all staff and students in athletic teams and programs.

Proposed Actions	Ensure athletic teams and programs are safe spaces in which diverse students and staff are visible and where status of an individual or team is unrelated to gender, sexual orientation, or gender identification, where possible.
Accountability	Dean, Health, Physical Education, and Athletics; **ASA Executive Dean**
Assessment Measures	Document progress to establish safe environments for LGBTQ students and staff.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

30. Recommendation: Promote diversity and cross-cultural competencies among staff within hiring process.

Proposed Actions	Prior to serving on hiring committees, committee chairs will attend hiring training that focuses on the development of effective culturally competent interview questions and the assessment of applicants' cultural competencies.
Accountability	Chief Human Relations Officer, Chief Diversity Officer; Professional and Organizational Development Manager, **Executive Team**
Assessment Measures	Hiring committee chairs will attend cross-cultural competencies hiring training prior to serving on interview committees.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

31. Recommendation: Include institutional core values, strategic directions, and expectations around diversity in new employee orientations.

Proposed Actions	Information and training about Lane's Diversity Core Value and Strategic Direction will be included in all new employee orientations.
Accountability	Chief Human Resources Officer, Professional and Organizational Development Manager, **President**
Assessment Measures	New employee orientations will include a training component on the College's Core Values and Strategic Directions.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

32. Recommendation: Improve staff cultural competencies.

Proposed Actions	Lane's Diversity Council will develop and submit a policy recommending that all Lane staff attend cultural competency trainings and submit to College Council for approval. Each department and/or divisions will plan and implement multicultural activities and/or attend trainings specifically designed to enhance their staff's level of cultural competencies.
Accountability	Deans/Managers, **Executive Team**
Assessment Measures	Increase in staff's level of cultural competence as reported by students and staff of color on student evaluations and climate surveys.
Timeline or Due Date	2 years
Cost Estimate	Included in budget (Within departmental budgets, Diversity Funds, & Professional and Organizational Development Office).

College Climate (8 Items)

33. Recommendation: **Conduct and institutionalize work-place climate survey.**

Proposed Actions	Collaborate with IDEC, Human Resources, and the Diversity Council to develop, administer, tabulate, and publish aggregated statistical results and anecdotal data from a work-place climate survey. Within available resources, utilize the surveys' results to address rectifiable work-place climate issues. Ensure that underrepresented and identified staff are surveyed to assess workplace climate to assist with creating retention tools.
Accountability	Chief Diversity/AA Officer, Institutional Research Assessment and Planning Director, **Chief Officer of Human Resources**
Assessment Measures	Work-Place Climate Survey results
Timeline or Due Date	3 years
Cost Estimate	Included in budget

34. Recommendation: **Initiate regular communication regarding diversity at Lane, including trainings, diversity calendar, etc.**

Proposed Actions	Create a process to provide on-going, regular communication regarding diversity to employees and community. Promote diversity events in the *Lane Weekly*, on the Diversity Office web page, the Professional and Organizational Development (POD) training calendar, and e-mail list serves. Establish a multicultural/diversity calendar.
Accountability	Chief Diversity Officer, Professional and Organizational Development Manager; Chief Human Resource Officer, **President**
Assessment Measures	Document events and include questions in evaluations and surveys about how participants became aware of events.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

35. Recommendation: **Promote culturally competent language for diverse populations.**

Proposed Actions	Promote institutional use of culturally competent language.
Accountability	Managers, Deans, Chief Diversity Officer, Chief Human Resource Officer, **Executive Team**
Assessment Measures	Document number of times this is promoted.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

36. Recommendation: **Communicate Lane's complaint processes to community, including changes and updates.**

Proposed Actions	Promote access to complaint processes for staff and community members and ensure that there is a broad understanding among diverse populations of how to initiate a complaint.
Accountability	Student Affairs Executive Dean, Chief HR Officer, Chief Diversity Officer, **ASA Vice President**
Assessment Measures	ASA Executive Dean and Chief HR Officer will document the number of times this is promoted and report in annual Treatment of Learners and Treatment of Students reports.
Timeline or Due Date	Ongoing

Cost Estimate	Included in budget

37. Recommendation: **Ensure privacy and safety for students and staff by creating gender neutral bathrooms in all new buildings.**

Proposed Actions	Afford all students and staff privacy and safety by creating gender neutral bathrooms in all new buildings on campus.
Accountability	Director, Facilities Management & Planning; **Chief Human Resources Officer**
Assessment Measures	Document progress towards completing this action item.
Timeline or Due Date	5 years
Cost Estimate	$150,000 (May be incorporated into construction costs)

38. Recommendation: **Assist and improve classroom climate for under-represented populations.**

Proposed Actions	Provide resources and training to improve classroom climate for under-represented populations.
Accountability	Ethnic Studies Coordinator; Deans, Managers; Chief Diversity Officer, LCCEA, Executive Deans, **ASA Vice President**
Assessment Measures	Assess current classroom climate. Invite on-going student feedback regarding experiences in classroom.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

39. Recommendation: **Create a welcoming, inclusive climate that is representative of and responsive to the needs of Lane's diverse student population, community, and staff.**

Proposed Actions	Create and/or enhance student physical spaces such as the Native American Longhouse, Multicultural Center, and a permanent physical space for veterans on campus, that promote academic and social engagement while recognizing and honoring the diversity within Lane's student population, staff, and the community.
Accountability	Deans/Managers, **Executive Team**
Assessment Measures	Development or enhancement of physical spaces that promote diversity and social and academic engagement.
Timeline or Due Date	Ongoing, as funding and opportunities becomes available.
Cost Estimate	Included in budget (remodeling of existing space); creation of new space may require additional funding.

40. Recommendation: **Support and implement Lane's Diversity Strategic Direction: "Create a diverse and inclusive learning college".**

Proposed Actions	Each department and/or division will annually develop action items to further the implementation of the Diversity Strategic Direction and goals.
Accountability	Deans/Managers, **Executive Team**
Assessment Measures	Development of annual departmental action items to implement goals identified in Lane's Diversity Strategic Direction: "Create a diverse and inclusive Learning College".
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

Community Involvement (6 Items)

41. Recommendation: Include a diversity component into the fall workshop for high school counselors.

Proposed Actions	During the annual fall workshop, high school counselors will be informed of Lane's diversity resources and opportunities.
Accountability	Student Recruitment and Outreach Officer; Associate Dean, Enrollment and Financial Services; Associate Dean, Counseling Department, **Student Affairs Executive Dean**
Assessment Measures	Incorporate the diversity component as part of the regular evaluation of the event. Assess feedback and comments from counselors regarding this part of the workshop.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

42. Recommendation: Expand community service and outreach programs to diverse populations.

Proposed Actions	Include diverse causes and organizations, including LGBTQ, communities of color, international, religious, women, and disability populations in Lane's community service and outreach programs.
Accountability	Student Recruitment and Outreach Officer; Service Learning Coordinator; **ASA Executive Deans**
Assessment Measures	Assess the current status of including diverse causes and organizations. Document the progress of inclusion at the end of each year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

43. Recommendation: Increase community participation with Lane diversity efforts.

Proposed Actions	Host tours and visits to campus for diverse community-based organizations, agencies, and parent groups.
Accountability	Student Recruitment and Outreach Officer; Multicultural Center Program Coordinators; Chief Diversity Officer, **ASA Executive Deans**
Assessment Measures	Document the number of visits and identify groups participating throughout the year. These activities should incorporate evaluations.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

44. Recommendation: Develop process to facilitate Lane's increasing presence in diversity-related events.

Proposed Actions	Increase and coordinate Lane's presence at community events reflecting diverse populations. Enhance and expand community partnerships that support diversity beyond celebration events.
Accountability	Student Recruitment and Outreach Officer; Multicultural Center Coordinators, Chief Diversity Officer, **ASA Executive Deans & President**
Assessment Measures	Establishment of the process.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

45. Recommendation: Increase collaborative training opportunities with other agencies.

Proposed Actions	Encourage Lane's participation in collaborative training, workshops, and conferences. Partner with IDEC agencies and other community agencies to enhance and expand diversity training capacity and create a diversity training institute.
Accountability	Chief Diversity Officer; Professional and Organizational Development; Chief Human Resource Officer, **President**
Assessment Measures	Document the number of collaborative efforts throughout the year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

46. Recommendation: Utilize the talents and expertise in the community to serve as diversity trainers.

Proposed Actions	Identify community experts and invite their participation in diversity training efforts at Lane.
Accountability	Chief Diversity Officer, Professional and Organizations Development Manager, **President**
Assessment Measures	Document the number of trainings conducted by local community resources at Lane.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

Curriculum and Instruction (12 Items)

47. Recommendation: **Create a mandatory first term college success program.**

Proposed Actions	Create a mandatory orientation/college success class for first term students through Title III Grant.
Accountability	Title III Coordinator; Associate Dean, Counseling Department; **ASA Executive Deans**
Assessment Measures	Provide a progress report to the Diversity Council at the end of the year.
Timeline or Due Date	1 year
Cost Estimate	Included in Title III Grant funds

48. Recommendation: **Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.**

Proposed Action	Continue to develop courses that fulfill the ethnic, gender, and cultural diversity (EGCD) graduation requirement. Provide professional development training to help faculty create EGCD courses.
Accountability	Ethnic Studies Coordinator; Dean, Social Science Department; Faculty Professional Development Coordinator, **ASA Executive Deans**,
Assessment Measures	Document the number of faculty trained using the DPD model. Document the number of courses that fulfill the DPD requirement.
Timeline or Due Date	2 years
Cost Estimate	$72,000 (May be able to utilize curriculum development funds)

49. Recommendation: **Continue the development of the Transciones program.**

Proposed Actions	Explore Perkins and other funding to further develop the Transiciones program, the Transitions bicultural bridge program for Spanish-speaking women.
Accountability	Women's Program Coordinator, **Student Affairs Executive Dean**
Assessment Measures	Documented transitions services for Spanish speaking women.
Timeline or Due Date	2 years
Cost Estimate	$42,000

50. Recommendation: Create a learning community for male students of color.

Proposed Actions	Create a learning community to address transitions for male students of color. Begin with a pilot fall 2011 with at least two linked courses.
Accountability	Retention Counselor/Counseling Department, Learning Communities Coordinator, Associate Dean, Counseling Department, **ASA Executive Deans**
Assessment Measures	Assess the attrition rate for specified target population to determine which terms tend to be most problematic. After learning community is in place, track participants to determine persistence rates.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

51. Recommendation: **Create a Women and Gender Studies Coordinator.**

Proposed Actions	Provide funding for a .5 – 1.0 FTE Women and Gender Studies Coordinator.
Accountability	Dean, Social Sciences; ASA Executive Deans; **ASA Vice President**
Assessment Measures	Position is created and filled
Timeline or Due Date	5 years (when funds become available)
Cost Estimate	$ 66,676

52. Recommendation: Continue to develop Native American classes such as the American Indian Language Program (AILP) and explore the development of offering a minor or certificate in Native American Studies at Lane.

Proposed Action	Continue to develop selected Native American classes such as Native American languages. In collaboration with the UO, Southern University, and OSU explore the development of offering a minor or certificate in Native American Studies at Lane.
Accountability	Lane American Indian Language Program Committee; Native American Programs Coordinator; Associate Dean, Student Life and Leadership Development; **ASA Executive Deans**
Assessment Measures	Establishment of curriculum that combines native cultural, history, law, languages, and values.
Timeline or Due Date	3 years
Cost Estimate	$ 14,000

53. Recommendation: **Encourage more learning communities reflecting multicultural topics.**

Proposed Action	Develop more learning communities and service learning classes with a focus on diverse populations, addressing age, communities of color, language, international, disability, religion, gender, LGBTQ, social class populations, etc.
Accountability	Learning Communities Coordinator; Ethnic Studies Coordinator; Dean, Social Sciences; **ASA Executive Deans & ASA Vice President**
Assessment Measures	Document the number of learning communities offered each year that focus on diversity.
Timeline or Due Date	3 years
Cost Estimate	Included in budget

54. Recommendation: **Infuse multicultural topics into the curriculum.**

Proposed Action	Provide more focus and guidance to incorporate multicultural topics in the curriculum, reflecting the experiences of communities of color, disability, religion, gender, LGBTQ, veterans, and social class populations and encourage the exploration of multicultural issues in individual classes. Ensure that graduating Lane students have the opportunity to develop a depth of understanding and appreciation for diversity and feel a sense of responsibility to address all forms of oppression and bias.
Accountability	Ethnic Studies Coordinator; Academic Deans and Managers; **ASA Executive Deans**
Assessment Measures	Conduct a survey to assess the frequency of multicultural topics in the curriculum. Document progress at the end of each year.
Timeline or Due Date	3 years
Cost Estimate	Included in budget

55. Recommendation: **Develop service learning projects that focus and infuse diversity.**

Proposed Actions	Faculty should infuse service learning curricular opportunities in diverse settings to develop culturally competent skills.
Accountability	Service Learning Coordinator, Deans and Managers; ASA Executive Deans, **ASA Vice President**
Assessment Measures	Number of service learning opportunities available in curriculum.
Timeline or Due Date	3 years
Cost Estimate	Included in budget

56. Recommendation: **Expand primary languages development for English Language Learner Students.**

Proposed Actions	Create a 1.0 FTE faculty position to develop and expand language literacy services to meet the needs of diverse language communities of Lane county.
Accountability	Dean, Adult Skills Development; ASA Executive Deans; **ASA Vice President**
Assessment Measures	Position filled
Timeline or Due Date	5 years (as funding becomes available)
Cost Estimate	$75,000

57. Recommendation: Develop credit and non-credit courses relating to disability issues.

Proposed Action	Develop credit/non credit curriculum relating to disability issues utilizing resources at other institutions and working with resource people at Lane.
Accountability	Associate Dean, Disability Services; **Student Affairs Executive Dean**
Assessment Measures	Document the number of classes offered each year. Create a survey to determine topics that need to be addressed.
Timeline or Due Date	4 years
Cost Estimate	Included in budget

58. Recommendation: Create a diversity statement to go on course syllabi.

Proposed Actions	A diversity statement that emphasized the expectation of a respectful classroom environment will be created and added on a voluntary basis to course syllabi by instructors.
Accountability	Academic Deans and Managers, LCCEA, Executive Deans, **ASA Vice President**
Assessment Measures	Increase in diversity statements on course syllabi.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

Leadership and Commitment (17 Items)

59. Recommendation: **Further Affirmative Action Plan goals through bargained changes to classified and faculty contracts.**

Proposed Actions	Mandate that all vacancy recruiting must occur through the LEO website to provide necessary data to evaluate Affirmative Plan placement goals. (To be determined by the LCCEF and LCCEA in consultation with the Chief Human Resources Officers).
Accountability	LCCEF, LCCEA, Chief Human Resources Officer, **President**
Assessment Measures	Document change in vacancy recruiting utilizing LEO website..
Timeline or Due Date	3 years
Cost Estimate	Included in budget

60. Recommendation: **Board and executive officers prominently and publicly demonstrate leadership related to the value of diversity at the college.**

Proposed Actions	Board and executive officers prominently and publicly demonstrate leadership related to the value of diversity at the college by: 1) participating in diversity trainings, community events, and organizations; 2) attending meetings, briefings, and media events to better understand diverse communities, and 3) providing a united leadership in quickly responding to bias-related incidents.
Accountability	Executive Team, **Board of Education, President**
Assessment Measures	Document participation in the number of such trainings, events, and organizations each year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

61. Recommendation: **Continue to develop opportunities for free drop-in childcare services.**

Proposed Actions	Continue to explore and create opportunities for free, drop-in and event-related childcare services.
Accountability	Childcare Manager, ASA Executive Deans, **ASA Vice President**
Assessment Measures	Establishment of free drop-in childcare services and an increase in providing event-related childcare services.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

62. Recommendation: **Leadership communicates and models clear expectations for staff and students to create an inclusive, respectful environment.**

Proposed Actions	Leadership will communicate that diversity work is the responsibility of everyone and will model and set standards that reflect an inclusive, respectful environment.
Accountability	Executive Team, **Board of Education, President**
Assessment Measures	Document the number of related communications to staff that occurred during the year.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

63. Recommendation: Multicultural and diversity statements should remove all information that reflects gender biases, e.g., male or female only, and allow for self-identification gender identity language.

Proposed Actions	Revise gender identity language in multicultural and diversity statements to allow for self-identification.
Accountability	Marketing and Public Relations, Chief Human Resources Officer, ASA Executive Deans, **ASA Vice President/President**
Assessment Measures	Occurrence of diversity language in statements and document progress at the end of the year.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

64. Recommendation: Develop an electronic recruitment packet and mandate the use of Lane's LEO website for all employment recruitment.

Proposed Actions	Develop and update as required a camera ready and electronically deliverable and retrievable Lane Community College recruitment packet that requires the use of Lane's LEO website for all employment recruitment, including part-time faculty and time sheet classified postings.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Completion and maintenance of packet.
Timeline or Due Date	1 year (By July 1, 2011)
Cost Estimate	Included in budget

65. Recommendation: Leadership will actively support, model, and encourage staff to attend diversity training and activities.

Proposed Actions	Ensure the support and accommodations for staff to attend diversity training and activities. Model support by attending diversity trainings and activities.
Accountability	Managers/Deans, **Executive Team**
Assessment Measures	Document evidence and reflect on evaluations.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

66. Recommendation: Increase visibility and establish policy of no tolerance for hate.

Proposed Actions	Ensure that flyers and posters stating Lane's commitment to creating a safe environment for communities of color, people with disabilities, international, religious, LGBTQ, women, and social class populations are evident throughout campus. It should be clearly stated that Lane has a no tolerance policy towards expressions of hate. Continue to implement and expand understanding of the Threat Assessment Team (TAT) and the Response Team work products.
Accountability	Diversity Council, Chief Diversity Officer, Chief Human Resource Officer, **President**
Assessment Measures	Include in College Climate Survey to measure staff and departments' increased awareness of no tolerance for expressions of hate.
Timeline or Due Date	Ongoing
Cost Estimate	Included in budget

67. Recommendation: **Provide support systems for faculty and staff of color.**

Proposed Actions	Provide support systems for faculty and staff of color to participate in professional organizations, events, and professional development.
Accountability	Managers, Deans, **Executive Team**
Assessment Measures	Document faculty and staff participation in these activities.
Timeline or Due Date	1 year
Cost Estimate	Included in budget

68. Recommendation: **Promote Lane values and goals to community.**

Proposed Actions	Design and implement outreach strategies that inform and educate elected and appointed public officials, affected public and private groups, and employees of Diversity and Human Rights Consortium agencies reflecting Lane's values and goals related to diversity. Establish stronger commitments with IDEC partner agencies.
Accountability	Marketing and Public Relations Manager; Chief Diversity Officer, **Executive Team**
Assessment Measures	Include items on College Climate Survey to assess staff's enhanced awareness of Lane's values and diversity goals.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

69. Recommendation: **Ensure awareness of language policies and regulations.**

Proposed Actions	Ensure each department is familiar with and has access to information, services, policies, and regulations regarding equal access, especially related to language.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Provide ongoing reports on progress to Diversity Council.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

70. Recommendation: **Create accountability for managers to implement diversity plan.**

Proposed Actions	Provide annual assessment of each manager's progress towards implementation of diversity plan. Connect accountability to job performance evaluation. Have department heads report goals, plans, and assessment of progress. Managers should share in the responsibility when employees experience harassment based on ethnic/cultural issues. Diversity Plan items should be reflected in unit plans.
Accountability	Deans and Managers, **Executive Team**
Assessment Measures	Incorporate diversity as part of the manager's self-evaluation process and in unit plans.
Timeline or Due Date	2 years
Cost Estimate	Included in budget

71. Recommendation: Expand benefits for LGBTQ staff.

Proposed Actions	Establish fair and equitable standards for domestic partner benefits. Provide to LGBTQ staff, domestic partnership benefits including paid emergency leave for death or illness of significant others.
Accountability	Chief Human Resources Officer, **President**
Assessment Measures	Document status towards establishing benefits.
Timeline or Due Date	1 years
Cost Estimate	Included in budget

72. Recommendation: Increase LGBTQ presence in Lane catalog and class schedule.

Proposed Actions	Increase visibility of LGBTQ staff and students in catalog, publications, and class schedule.
Accountability	Marketing and Public Relations Manager; Institutional Research, Assessment & Planning**, President**
Assessment Measures	Marketing and Public Relations staff will report to Diversity Council at the of the year and highlight progress towards increasing the visibility of LGBTQ staff and students.
Timeline or Due date	2 Years
Cost Estimate	Included in budget

73. Recommendation: **Secure funding for English as a Second Language program to meet need of growing English Language Learner population including student services support.**

Proposed Actions	Secure funding for 1.0 FTE Administrative Support and 1.0 FTE ESL Advisor Positions to meet the growing needs of the English Language Learner program.
Accountability	ESL/IESL Dean, ASA Executive Dean, **ASA Vice President**
Assessment Measures	Creation of Administrative Support and ESL Advisor positions.
Timeline or Due Date	4 years (as funding becomes available)
Cost Estimate	$147,000

74. Recommendation: **Create student coordinator and advisor positions for diverse student population.**

Proposed Actions	Create 1.0 FTE Asian Pacific American Coordinator position and .5 FTE student advisor position for LGBTQ students.
Accountability	Dean, Student Life and Leadership Development, Student Affairs Executive Dean, **ASA Vice President**
Assessment Measures	Positions are created and filled.
Timeline or Due Date	4 years (as funding becomes available)
Cost Estimate	$135,000

75. Recommendation: **Create a .5 - 1.0 FTE Counseling Faculty position with expertise in counseling veterans and an additional 1.0 FTE staff position for the Lane's VA Educational Benefits Office.**

Proposed Actions	Create a .5 to 1.0 FTE Counseling Faculty position with expertise in counseling veterans and an additional 1.0 FTE staff position for the LCC VA Educational Benefits Office.
Accountability	Veteran's Program Coordinator; Associate Dean, Enrollment and Financial Services; Associate Dean, Counseling Department; Student Affairs, Executive Dean; **ASA Vice President**
Assessment Measures	Positions are created and filled.
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Cost Estimate	$135,000

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Diversity Statements

This section contains visionary and current status statements submitted by the Diversity Council and former Diversity Action Team. These statements serve to establish expectations, behaviors, attitudes and best practices that we will strive to achieve, as a result of the Diversity Plan at Lane. The following diversity statements are included in this section:

- Age

- Anti-bias/Gender/Multicultural Curriculum Transformation

- College Climate

- Community Outreach and Networking

- Disability

- Gender Equity

- International Students

- Language Competence and Linguistic Diversity

- Leadership and Commitment

- Lesbian, Gay, Bisexual and Transgender

- Religious Diversity

- Staff Recruitment and Retention

- Student Retention

- Technology

- Training and Professional Development

Age

At Lane, the vision for diversity is inclusive. As we strive to create an inclusive, respectful campus environment, we must ensure that the needs of students and staff of various age groups are met. Lane programs and curriculum should reflect the experiences of different age groups as a way to address "ageist" attitudes that may be perpetuated by the media, popular culture, and institutional practices in education, business and government.

Anti-bias/Gender/Multicultural Curriculum Transformation

Multicultural course change refers to the modification of a given course to appropriately incorporate multicultural content, perspectives and strategies. The objectives are to provide a more comprehensive, accurate, intellectually honest view of reality; prepare all students to function in a multicultural society; and better meet the learning needs of all students. Developing course and pedagogy as part of an institutional response to cultural diversity and racism is an ethical imperative for campuses with diverse student bodies and has equal relevance for more homogeneous campuses, whether predominantly mainstream, historically Black, single gender or designed for students with disabilities. A transformed course that presents new knowledge helps students value diversity and accommodates a range of learning strategies that will better prepare all students for world citizenship.

A multicultural course change in higher education benefits faculty, students from diverse backgrounds and mainstream students. Surveys of higher education institutions demonstrate that concerted efforts to support transformation of courses positively affect faculty vitality. Multicultural curriculum transformation challenges us to examine our own perspectives, engages us in intellectual struggles and propels us across disciplinary boundaries as we search for resources to enrich our own knowledge. Across the country, collaborative projects among women's studies, ethnic studies, international programs, and academic departments are enhancing awareness and provoking stimulating discussions, resulting in innovative team arrangements for course development and implementation.

Efforts to incorporate multicultural curriculum change have been ongoing at Lane for many years. The purpose of the Diversity Plan is to recognize possible areas of growth with regards to multicultural curriculum change. As we make the decision to incorporate multicultural content and strategies in our courses, a critical first step is to make explicit the intended multicultural goal.

Morey and Kitano (1997) propose the following definition of multicultural education for higher education:

> Multicultural education has as its purpose the development of citizens for a more democratic society through provision of more accurate and comprehensive disciplinary knowledge and through enhancement of students' academic achievement and critical thinking applied to social problems. It seeks to promote the valuing of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities.

Principles and Practices

The principles and practices that guide the multicultural curriculum transformation recommendations of the Diversity Plan stem from the foregoing issues, definition and assumptions and are consistent with the current knowledge base in multicultural education.

- Diversity should permeate the total campus environment. A comprehensive approach requires organizational management and change directed at diversity, focused hiring and faculty development, and specific attention to the informal, hidden curriculum.

- Content and materials should reflect the cultural characteristics and experiences of the students, critically examine social realities and conflict in U.S. and world societies, include the study of various cultural groups and their historical experiences, and present and analyze diverse perspectives.

- Instructional strategies should communicate high expectations for achievement, capitalize on students' experiences and learning strengths and include opportunities for personal participation and growth.

- Objectives should include fostering of skills important to informed citizenship, such as critical thinking, decision-making, social participation, and inter-group interaction.

- Assessment procedures should include methods that accommodate students' strongest strategies for expression of accumulated knowledge and skills.

- Evaluation should be ongoing and systematic in relation to multicultural education goals and objectives.

Reference

Morey, Ann Intili and Kitano, Margie K. 1997. Multicultural Course Transformation in Higher Education: A Broader Truth. Allyn and Bacon. Pages 2, 3, 12 and 16.

College Climate

At Lane, we want to create a campus climate that will ensure that all components are involved in the New Visions and Shared Visions phases of a model created by Dr. Frances E. Kendall and Dr. Cristine Cullinan. At a Diversity Team retreat held in November 2001, the assembled staff and faculty routinely ranked the climate at Lane at a level commensurate with the Single Vision stage. Support for this assertion follows from applying the work of Kendall and Cullinan (Institutional Visions: A Dynamic Model) who created a way to assess an institution's involvement with diversity. Their model introduced the concept of Single, New and Shared Visions. The authors offered the following explanation of their model:

> The following model is offered as a way to consider what is happening at your college or university, what could be happening, and what steps you might take to get those things to happen. Any of the three levels of "VISION" can be called into play when new issues of diversity emerge on campus. For example, your campus may be operating with New Visions in areas relating to race and ethnicity, and may be operating with Shared Visions in areas relating to gender, but may be confined to Single Vision thinking at the moment in dealing with issues related to sexual orientation or issues related to disability. You have to be involved in the questioning places of New Visions and the actions of Shared Visions on a continuing basis to avoid slipping into single vision thinking. It is hard work, and ultimately it is what we have to do if we are to honor our commitment to providing institutions where individuals can learn and grow.

What follows are examples of what the authors cite in order to bring more clarity to the concepts of Single, New and Shared Visions:

Single Vision

"Things Seem Fine Here"

Things You Might Hear on Campus

- "The make-up of our faculty reflects the make-up of our student body."

Things You Might See on Campus

- The graduating class this year and the class of ten years earlier, look alike.

Big Picture: There is a constant effort to keep campus life peaceful and quiet.

"Let's add a (Holiday, diversity week, etc.)."

Things You Might Hear on Campus

- "We have developed new outreach procedures to attract a more diverse student body."

Things You Might See on Campus

- Classes, presentations and lectures about diversity issues are attended by the "choir": an identified small group of faculty, staff and students who appear to be the only ones really interested in thinking about these issues.

Big Picture: The focus is on celebrating holidays and moving toward harmony, everybody liking everybody.

New Visions

"Maybe We Should Do Something Different."

Things You Might Hear on Campus

- "You know, the demographics are changing out there. What do our numbers really look like?"

Things You Might See on Campus

- Random conversations occur at many levels around campus about what "diversity" means and what it includes.
- Some programming around the issues raised takes place.

Big Picture: There are a lot of people asking questions, and not a lot of people claiming to have the answers.

"This Does Have to Do With Us."

Things You Might Hear on Campus

- "What kinds of practices, policies and attitudes at our institution could be acting as barriers for the success of students, faculty and staff?"

Things You Might See on Campus

- Energy is put into exploring what is happening and why it is happening, instead of keeping everyone "happy."
- Gathering data about what other schools are doing.
- A flurry of "diversity" events takes place on campus: conferences, seminars and workshops.

Big Picture: There is a serious attempt to gather information, solicit opinions and open up processes for review and questioning.

Shared Visions

"The Leadership On This Will Come From The Top."

Things You Might Hear on Campus

- "We are talking with those of other institutions that have tried and are trying to do things differently. We are in an 'active experimentation phase' where students, faculty and staff are encouraged to come up with new ways to make everyone feel welcome and included."

Things You Might See on Campus

- Senior administrators work with other campus leaders to envision their school as a place where all students, faculty and staff can be successful.
- Diversity planning becomes an integral part of all aspects of the institution's strategic planning process.

<u>Big Picture</u>: People are beginning to meet with and work with others across traditional faculty, staff and student lines, and authority to make decisions, as well as responsibility for carrying them out, are seen as tasks to be shared.

"Let's Work To Be A Model For Inclusion and Respect."

Things You Might Hear on Campus

- "We make particular and personal efforts for every new and potential student to connect with another person who is already on campus. We see this kind of network building as part of the job of the faculty and staff member involved, and they are considered to be 'at work' when they are working with their students. They are not being asked to 'volunteer' their time to do this."

Things You Might See on Campus

- Retention and success rates rise for faculty, staff and students.
- In every decision-making forum, everyone takes it as part of their responsibility to examine the potential decisions to see if they would encourage or discourage a more inclusive way of doing business. People do not wait for others from particular groups to raise these issues; each person sees it as part of what they should be considering.
- The school is willing to become a model, and is recognized as a place where diversity and excellence are inextricably linked. Those in leadership positions are <u>ready, willing and able</u> to explain clearly to nervous alumni, community members, donors and others why this link is vital to the integrity of mission of their institution.

<u>Big Picture</u>: On this campus, leadership is shared; faculty, staff and students look for opportunities to work with others different from themselves; and, the atmosphere is one of cooperation and respect.

Reference

Kendall, Frances E. and Cullinan, Cristine A. "Institutional Visions: A Dynamic Model for Assessing Your Involvement with Diversity." Workshop Material presented at the National Conference on Race & Ethnicity in High Education, Seattle, Washington, June 2001.

Community Outreach and Networking

The Diversity Council recommends using Terry Cross' definition of advanced cultural competence. The purpose of culturally competent community outreach and networking is to reach diverse communities and to make the college welcoming and accessible to all community members. It is imperative that the college is visible in the community through participation, collaboration and meaningful partnerships in the affairs of the larger community. Through these partnerships the goal is to build trusting and long-term relationships between the college and the community it serves. In order to achieve these goals, outreach/networking programs must be tailored to the needs of individual groups. Meaningful communication and connections are the results of these efforts.

Cultural Competence

Cultural competence is defined as an ongoing process by which *individuals* and *systems* respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, religions, sexual orientations, abilities and other diversity factors "in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each." (NASW, 2001)

Operationally speaking, culturally-competent organizations and individuals are able to integrate and transform knowledge about diverse groups of people into "specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes." (Davis & Donald, 1997)

The Cross Model of Cultural Competence by Terry Cross (1988) offers both an institutional and individual framework to help the College gauge its progress on various initiatives. He describes cultural competency as movement along a continuum that is based on the premise of respect and appreciation of individuals and cultural differences. The six stages identified by Cross are:

1. Cultural Destructiveness
2. Cultural Incapacity
3. Cultural Blindness
4. Cultural Pre-Competence
5. Basic Cultural Competence
6. Advanced Cultural Competence

Striving to approach the stage of "Advanced Cultural Competency" should be the goal at Lane as it seeks to meet the needs of all students, staff and community members. Professional development and training opportunities should be provided for Lane staff to attain this stage.

Advanced Cultural Competence

Individuals at this phase:
a) move beyond accepting, appreciating and accommodating cultural difference and begin actively to educate less informed individuals about cultural differences; and
b) seek out knowledge about diverse cultures, develop skills to interact in diverse environments and become allies with and feel comfortable interacting with others in multicultural settings.

At the organizational level, this translates into conducting research on cultural diversity, hiring staff who are specialists in culturally competent practices, and acting as an advocate for historically underrepresented groups and for multiculturalism.

Reference

Cross, Terry. (1988). "Services to minority populations. Cultural competence continuum." Focal Point, 3, pp. 1–9

Davis, P., & Donald, B. (1997). "Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision." Thousand Oaks, CA: Sage Publications.

NASW National Committee on Racial and Ethnic Diversity. (2001) "NASW Standards for Cultural Competence in Social Work Practice." http://www.naswdc.org/pubs/standards/cultural.htm

WMU Project AGE. "Developing Cultural Competence." in Western Michigan University Project AGE's website at http://www.wmich.edu/hhs/ProjectAGE/focus_toc.html

Disability

This component addresses a range of disability issues at Lane, including:

- College-wide awareness, understanding and education about disability issues;
- Resource information for students, faculty, staff and community;
- Facility/campus access through the use of inclusive and universal design concepts;
- Accommodations and problem solving support that create access to programs and courses for Lane's students and community members with disabilities; and
- Accommodations and services that create access to the work environment for Lane's employees with disabilities.

Disability Resources (DR) works closely with students and faculty to understand the barriers that exist in the learning environment for students with disabilities. DR staff members collaborate with students to identify and implement accommodations, informing the campus community about how students can access those services. DR also assist students in developing strategies for their college success, and educating faculty and staff about how to work effectively with students who are receiving accommodations. Similarly, Human Resources provide resources, support and accommodations to employees with disabilities.

Lane makes every effort to incorporate awareness of disability culture into campus activities, programs, curricula, communication, design of space, and overall practices. The college is making progress in recognizing that disability-related expertise resides with the individual who has the disability rather than with the staff providing resources and problem-solving consultation. There is a significant shift in focus that minimizes legal requirements or proof that the disability exists and instead puts more emphasis on collaborating with the individual to explore options and solutions to access problems. This promotes appreciation of the unique individual differences and perspectives that those with disabilities bring to the college community. By acknowledging these differences and respecting the source of expertise, the college is challenged to collaborate in designing inclusive spaces, service delivery approaches, communication methods and teaching techniques that allow everyone to participate fully in the college's array of opportunities.

Lane continually strives to overcome physical and attitudinal barriers for students, staff and community members with disabilities. By incorporating inclusive/universal design strategies, we will have the tools, techniques, atmosphere and attitudes to help <u>all</u> students succeed in school. There are numerous websites and publications with valuable information regarding disability issues, including our own: http://www.lanecc.edu/disability/index.htm

Gender Equity

Lane has a variety of programs, services and classes that support gender equity. There also are areas needing improvement.

Programs and Services

Lane currently offers a range of services through the Women's Program including a Women's Center, a program for women in transition and services to assist women and girls explore and succeed in Career Technical degrees and certificates and other nontraditional careers. The Women's Program has been supported institutionally, and the director has formal responsibility for gender equity college wide. Childcare services and a women's clinic are available on campus. The Women's Program has limited emergency funds to assist women students in need and scholarship resources are available for women students managed by Lane's Foundation. Students have also voted to contribute some of their student fees to the Women's Center for services there and for the Transiciones program for Spanish speaking women.

The most crucial needs in this area are funding and expansion of services and programs to help women and girls succeed in Career Technical programs and other nontraditional careers; expansion of the Transitions program to meet the diverse needs of students, particularly the Spanish speaking population; the development of scholarships, resources and social support systems for low income women; and ensuring that services are developed to meet the needs of women of color, women international students and lesbian, bisexual, transgender, and queer students.

Curriculum

Lane offers Women's Studies courses, but these are dispersed among departments, poorly identified within departments, and often taught by part time instructors. There have been institutional and individual efforts to integrate Women's Studies scholarship into the curriculum. The college has a diversity requirement for the Associate of Arts Oregon Transfer degree that includes gender. Several noncredit classes and workshops are offered that focus on issues for women or have gender related content. A crucial step forward for Lane would be to institutionalize Women's Studies as a visible and permanent component of the college's instructional programs. Curriculum integration needs to progress beyond the humanities and social sciences and be developed in math, science and the professional technical areas.

Climate

Lane has a sexual harassment policy and procedures, and training is provided for departments. Lane has an Affirmative Action Plan that addresses gender under-representation.   There are visible and supported services for women. Women are represented in management and upper administration. There is an active chapter of the American Association for Women in Community Colleges. The Women's Program also works with departments on climate and organizes events and talks on gender and women's issues. Additional staff development to improve classroom climate in areas non traditional for women is needed.

Community Relationships

The Women's Program maintains strong networking relationships with the community and develops events and marketing to women. These efforts need to be continued. Creative partnerships and new fundraising efforts are crucial to support and expansion of services and programs.

International Students

Lane Community College has recently embarked on an ambitious strategic direction to expand and enhance both the international student population and international learning opportunities for all students through the investment in International Programs. Since 1966 Lane has admitted international students from more than 100 countries. Presently Lane serves 170 full time international students, about 60 part time international students from 30 countries, and has study abroad opportunities in Biology and internships. In an increasingly interdependent and globalized world, Lane students come from all backgrounds and will live and work with people across the globe from an array of countries and cultures. By maintaining a diverse and vibrant International Program, Lane prepares both domestic and international students to live and work in the future global reality.

Language Competence
and
Linguistic Diversity

Language competence and linguistic diversity are not only essential components of diversity; they are issues of educational equity.

Language competency refers to the ability to communicate effectively in a particular language. This competence includes the kinds of knowledge people need in order to use language in meaningful interaction. There are four components: grammatical competence (ability to use the forms of the language), discourse competence (ability to understand and use extended, discursive language), socio-linguistic competence (culturally competent use of language), and strategic competence (ability to use strategies to compensate for any lack of ability in other areas.)

In order to better serve students, staff, and the community, the Lane community must include bilingual, bi-literate, bicultural staff and students who are competent based on the above components of communicative competence. Thus, language competence applies to the two major constituencies at Lane, students and staff.

To meet the needs of diverse students, there is an essential need for bilingual staff. This can be achieved through development of current staff as well as recruitment and retention of bilingual, bi-literate, bicultural staff. In addition, Lane has a responsibility to provide the opportunity and incentive for students to develop and maintain bilingual and bi-literate skills.

To meet these basic needs, the college administration as well as the college as a whole, has the following responsibilities:
- Perceive language diversity as a resource rather than a deficit.
- Understand the key role that language discrimination has played in US educational history.
- View language diversity within a multicultural framework.
- Understand the crucial role of first native language development in school achievement.
- Consciously foster and promote the development of first language literacy.
- Make the education of English Language Learners the responsibility of all teachers.
- Expand and develop a broad understanding of how language is learned among faculty.
- Develop an additive perspective concerning bilingualism that guides decision-making processes.
- Adequately fund and strongly support programs that meet these needs.

Reference

Nieto, Sonia. Language, Culture and Teaching: Critical Perspectives for a New Century. Lawrence Erlbaum Press, 2001.

Lesbian, Gay, Bisexual, Transgender, and Queer

Lane's mission, vision statement, core values and strategic directions all endeavor to support personal development and enrichment, respect for the individual, and a caring and participatory environment. To fulfill these commitments, a critical area of emphasis in the re-examination of the 1995 Lane Diversity Plan is the inclusion of lesbian, gay, bisexual and transgender (LGBTQ) people and issues.

In the short range, our community's educational institutions must continue to champion the protection of human rights. In the long range, Lane must actively foster LGBTQ inclusiveness and equity in a respectful and accepting environment through the strategies and services we recommend, not only because these are important organizational values, but also because it will move us toward a future of cultural competency and unification in a pluralistic community.

When we practice and reflect our values, the entire community benefits from greater understanding of difference and resulting cross-cultural collaboration. The Diversity Vision in the plan adopted in 1995 includes the words "sexual orientation" and these are important words. However, the key to implementation of a vision is in the actions of the institution.

Religious Diversity

NOTE: The Diversity Council is in the process of revising this statement to align with their new Religious Holiday Policy that it will be submitting for approval to College Council during Fall Term 2011. The Subcommittee has asked to put a place holder in the Diversity Plan for this statement until the new Religious Holiday Policy is completed and approved.

Staff Recruitment and Retention

Staff recruitment and retention is an area of concern which a well-planned and adequately funded recruitment and retention plan may turn into a success story. During the 1994-1996 period, one of the college's major areas of emphasis was the promotion of staff and student diversity (Lane Community College Diversity Plan 3). This emphasis continues at Lane. In fact, in 2010-11, the Diversity Council identified "improving hiring and retention efforts from within communities of color for part-time and full-time positions" as one of its primary Strategic Directions goals.

In addition, the 2010-2015 Diversity Plan draws from and acknowledges the work and efforts toward staff recruitment and retention of the Western Interstate Commission on Higher Education (WICHE) Committee and past and current members of the former Diversity Team and Diversity Council.

The development, implementation, assessment, as needed refinement and re-implementation, of a staff recruitment and retention plan that addresses and/or considers the following issues is the administrative precursor to the desired success story.

- The need to develop systematic, yet unit specific and position sensitive classified, faculty and management recruitment plans.
- Concern about the budgetary impacts of an expanded recruitment plan.
- The lack of retention of managers and other staff of color.
- The under-utilization of women in several EEO Job Groups.

Student Recruitment

Lane Community College has an open enrollment policy: if you are 18 years or older or have a high school diploma, you are automatically accepted into Lane. As a result, Lane lacks the unintended barriers to post-secondary education that diverse populations may find at selective, competitive campuses: disparate access to elementary and secondary education, societal and institutional support, and socioeconomic level. In this sense, the door is wide open at Lane. This can have a powerful affect on increasing diversity on campus, because access is intentionally equitable. The question then becomes: who knows about this door, and who chooses to walk through it?

Student recruitment, marketing, and outreach are the means to ensure that the door is made known to all sectors of the population. Recruitment is also intricately tied to success, retention, and campus climate. For example, if a student of color walks through Lane's door as a result of a targeted recruitment effort, he or she needs to find the campus climate open, welcoming, and hospitable. If not, he or she will not stay. Recruitment can only be successful and result in an increase of retention, if it genuinely represents the institution. For this reason, the Diversity Council and Student Achievement and Goal Attainment (SAGA) Committee would like to make student recruitment a collaborative effort between faculty, staff, and current students.

Diversity Council and SAGA would like to make Lane's educational offerings attractive and available to diverse communities, especially those that have been historically been underrepresented at Lane. They plan to achieve this through campus visits; presence at diversity-related events; outreach to high school counselors; providing college information and services in other languages, particularly Spanish; and finding ways to continually connect and re-connect with prospective students. They want to ensure not only that Lane's open door is made known to diverse populations, but that students may walk through it comfortably and confidently.

Student Retention

Successful retention practices provide students with the tools they need to survive – before they know they need them. (Noel-Levitz)

Students who are culturally different are more likely to have higher attrition rates than the majority students. Common risk factors of students who do not persist are:

- Underprepared academically
- Uneven quality of secondary school preparation
- Poor study habits
- Lack of role models
- Insufficient financial aid
- Lack of support and encouragement from instructors and counselors/advisors
- Transition/adjustment problems

- Inadequacy of support services
- Experience negative attitude in the classroom/advising
- Personal problems
- Lack family support to attend college
- Low self-esteem
- Unrealistic expectations
- Alienation and social isolation

Vincent Tinto stated that one of the keys to retention is that the student should have an academic and social fit to the institution. Successful retention programs are highly structured; are interlocked with other programs and services; rely on extended, intensive student contact, focus on effective cognitive needs of students; and, track and monitor student progress in all areas.

Lane's attention to these issues has resulted in many successful approaches on many fronts. Some examples of programs that have shown success in student retention are:

- TRIO: Student Success Services Program
- Multicultural Center
- Cultural programming
- Student organizations
- Tutoring services
- Ethnic Studies
- Women's Programs
- Disability Services
- International Student Programs

- Student Orientation, Advising, and Registration (SOAR)
- English as a Second Language
- Learning Communities
  - First Year Learning Communities (Fast Lanes to Success)
  - Thinking Indian
  - Native Circles

Retention should not be the *goal* but the **result** of high quality learning and personal development experiences in the classroom and elsewhere on campus (Noel-Levitz). While Lane should continue to support and create programs to assist in student persistence, we are only addressing the symptoms of deeper systemic issues. Students should be made to feel an integral part of the campus.
Some next steps to consider when addressing student retention include the:

- Assessment and evaluation of existing data and programs
- Application of an early academic warning system
- An intensive student case management system
- Evaluation of our Academic Warning/Probation/Dismissal system
- Development of new Learning Communities
- Training and development of Cross-Cultural approaches in the curriculum, classroom, and service delivery
- Supporting successful transitions
- Mutually engaging relationships with the local communities
- Reward and recognize retention champions

Technology

With its incredible advances in computer and telecommunications technology, our "information age" continues to transform the world and make us a more diverse, global community. As available information increases so does the need to both access and assess information. Students at Lane, as well as faculty and staff, need to be prepared to deal with the global high tech community and exponentially growing amounts of information.

To insure the "digital divide" does not widen at Lane, there must be targeted resources available for those likely to have less access to today's technology, such as returning low-income women students; a diversity component in all "high tech" training or research courses at Lane; and creation of classes, trainings, and programs to hone skills that analyze and sort information, and which address the interrelationships between diversity and technology.

Training and Professional Development of Staff

As we engage in diversity work at Lane, we must afford ourselves the opportunity to be well trained and informed on diversity issues. The development of a welcoming environment that exhibits respectful and inclusive attitudes and behaviors by all staff are important in organizations that serve diverse populations. Staff development plays a critical role in preparing staff to effectively serve and interact with an increasingly diverse population.

Diversity training should occur at multiple levels throughout the organization and should go well beyond the celebrating of events and cultural awareness. Professional development and training should provide opportunities for staff to acquire strategies and skills to work effectively in a diverse environment. Staff in educational organizations such as Lane should be equipped with advanced cultural competency skills and a desire to continually improve those skills to effectively meet the needs of its increasingly diverse student population and community.

In addition, according to the Society for Human Resource Management (SHRM), diversity initiatives produce good business practices, which, in turn, yield greater productivity and outcomes. Exploring new ways to be inclusive will lead to a better opportunity to make full use of contributions of all employees. To be in an organization that states its commitment to diversity, everyone must feel welcomed, valued, of worth, and as though he or she belongs.

Reference

Anand, Rohini. Teaching Skills and Cultural Competency: A Guide for Trainers. National Multicultural Institute Publications: Washington, D.C. 2000.

Center for Multicultural Education. "Diversity within Unity: Essential Principles for Teaching and Learning." University of Washington, Seattle: 2001.

Cortes, Carlos. "Constructive Multiculturalism, Diversity and Community."In Developing a Multicultural Vision for the New Millennium." Summer Institute for Intercultural Communications, Portland, Oregon: 2001.

Society for Human Resource Management Website. http://www.shrm.org/diversity/businesscase , March 23, 2001.

Appendices

APPENDIX I: ACTION ITEMS COSTS SUMMARY

Number	Action Item	Amount
2	Continue and increase support for Rites of Passage program for diverse populations.	$ 30,000
14	Expand non-traditional programming for women.	$ 20,000
23	Increase the recruitment area for classified staff.	$ 16,000
24	Increase promotion of open positions.	$ 5,000
25	Extend recruitment processes period. .	$ 5,000
37	Ensure privacy and safety for students and staff by creating gender neutral bathrooms in all new buildings.	$150,000
48	Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.	$ 72,000
49	Continue the development of the Transciones program.	$ 42,000
51	Create a Women and Gender Studies Coordinator.	$ 66,676
52	Native American classes such as the American Indian Language Program (AILP) and explore the development of offering a minor in Native American Studies at Lane.	$ 14,000
56	Expand primary languages development for English Language Learner Students.	$ 75,000
73	Secure funding for English as a Second Language program to meet need of growing English Language Learner population including student services support.	$147,000
74	Create student coordinator and advisor positions for diverse student population.	$135,000
75	Create a 5. To 1.0 FTE Counseling Faculty position with expertise in counseling veterans and an additional 1.0 FTE staff position for the Lane's VA Educational Benefits Office**.	$135,000
	TOTAL ESTIMATED COSTS	**$912,676**

Appendix II: Vision, Mission, Core Values, and Strategic Directions

Vision
Transforming lives through learning

Mission
Lane is the community's college; we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

Core Values

Learning
• Working together to create a learning-centered environment
• Recognizing and respecting the unique needs and potential of each learner
• Fostering a culture of achievement in a caring community

Diversity
• Welcoming, valuing and promoting diversity among staff, students and our community
• Cultivating a respectful, inclusive and accessible working and learning environment
• Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
• Developing capacity to understand issues of difference, power and privilege

Innovation
• Supporting creativity, experimentation, and institutional transformation
• Responding to environmental, technological and demographic changes
• Anticipating and responding to internal and external challenges in a timely manner
• Acting courageously, deliberately and systematically in relation to

Collaboration and Partnership
• Promoting meaningful participation in governance
• Encouraging and expanding partnerships with organizations and groups in our community

Integrity
• Fostering an environment of respect, fairness, honesty, and openness
• Promoting responsible stewardship of resources and public trust

Accessibility
• Strategically growing learning opportunities
• Minimizing financial, geographical, environmental, social, linguistic and cultural barriers to learning

Sustainability
• Integrating practices that support and improve the health of systems that sustain life
• Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge

• Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities

Lane's Vision, Mission & Core Values were adopted by the Board of Education in December 2003, and updated when the sustainability core value was added and adopted by the Board in January 2007.

2010-15 Strategic Directions

Lane Transforms Students' Lives Through Learning

- We acknowledge that students occupy many roles, including those of family members, workers, members of social groups, and citizens of an increasingly interconnected world.
- We provide educational experiences, support services and institutional structures that enhance student learning and success.
- In our work in and outside of the classroom, and in our daily interactions with students and one another, we aim to empower all students; we encourage students to grow, to take risks, and to assume responsibility for succeeding in all aspects of their lives.

A Liberal Education Approach for Student Learning

- Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach
- Expand application of the liberal education approach throughout the college's programs and services

Optimal Student Preparation, Progression and Completion

- Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments
- Support academically underprepared students' progression to college-level coursework by providing them with foundational skills classes and support

Online Learning and Educational Resources

- Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources
- Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources
- Explore the effectiveness of online learning and educational resources

A Sustainable Learning and Working Environment

- Build understanding of sustainable ecological, social and economic systems and practices among the college communities
- Apply principles of sustainable economics, resource use, and social institutions to Lane's learning and working environments

A Diverse and Inclusive Learning and Working Environment

- Create a diverse and inclusive learning college
- Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities

A Safe Learning and Working Environment

- Maintain safe learning and working environment
- Improve practices and resources that secure property
- Promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats, and harm

Lane's Strategic Directions were adopted by Lane's Board of Education on March 23, 2010.

Appendix III: Calendar of Implementation

An effective diversity plan will have both short term and long term strategies to implement diversity initiatives. This section serves to organize action items according to a timeline of implementation. Because the implementation of actions items may be connected to fiscal realities, the calendar of implementation is based on the fiscal calendar of July 1-June 30 of each year. Action items are placed in the following categories:

Ongoing

Year 1   July 1, 2010 – June 30, 2011

Year 2   July 1, 2011 – June 30, 2012

Year 3   July 1, 2012 – June 30, 2013

Year 4   July 1, 2013 – June 30, 2014

Year 5   July 1, 2014 – June 30, 2015

The Diversity Council and Diversity Office will monitor the progress of action items during the course of the academic year and submit a report to the College Council in June of each year.

Calendar of Implementation
ONGOING ACTION ITEMS

RECOMMENDATION	ACTION ITEM #
Increase fundraising and resource development for women and other underserved populations.	(03)
Increase support for low-income women.	(04)
Increase services/opportunities for lesbian, gay, bisexual and transgender students.	(05)
Ensure collaboration of outreach to diverse students in high schools and middle schools with representatives of diverse populations.	(06)
Create a 12-month look-ahead recruitment program.	(18)
Create a diversity map of current under-represented staff at Lane that is consistent with and protects the confidentiality of self-reported demographic data and establish AA/EEO placement goals for departments with underutilized job categories.	(19)
Initiate opportunities to see language diversity as a resource.	(20)
Create a framework to promote ongoing diversity training on campus and within the community.	(21)
Include institutional core values, strategic directions, and expectations around diversity in new employee orientations.	(31)
Initiate regular communication regarding diversity at Lane, including training, diversity calendar, etc.	(34)
Promote culturally competent language for diverse populations.	(35)
Communicate Lane's complaint processes to community, including changes and updates.	(36)
Assist and improve classroom climate for under-represented population.	(38)
Create a welcoming, inclusive climate that is representative of and responsive to the needs of Lane's diverse student population.	(39)
Support and implement Lane's Diversity Strategic Direction: "Create a diverse and inclusive learning college".	(40)
Expand community service and outreach programs to diverse populations.	(42)
Increase community participation with Lane diversity efforts.	(43)

RECOMMENDATION	ACTION ITEM #
Increase collaborative training opportunities with other agencies.	**(45)**
Utilize the talents and expertise in the community to serve as diversity trainers.	**(46)**
Create a diversity statement to go on course syllabi.	**(58)**
Board and executive officers prominently and publicly demonstrate leadership related to the value of diversity at the college.	**(60)**
Continue to develop opportunities for free drop-in childcare services.	**(61)**
Leadership communicates and model clear expectations for staff and students to create an inclusive, respectful environment.	**(62)**
Leadership will actively support, model, and encourage staff to attend diversity training and activities.	**(65)**
Increase visibility and establish policy of no tolerance for hate.	**(66)**

Calendar of Implementation
ACTION ITEMS
YEAR 1
JULY 1, 2010 TO JUNE 30, 2012

RECOMMENDATION	ACTION ITEM #
Establish a visitation program for diverse student populations.	(07)
Include LGBTQ scholarship information with other school information.	(08)
Hiring process incorporate LGBTQ experiences.	(26)
Develop a shared pool of people to provide interpretation and translation services reflective of the language needs of college and community.	(27)
Include a diversity component into the fall workshop for high school counselors.	(41)
Create a mandatory first term college success program.	(47)
Develop an electronic recruitment packet and mandate the use of Lane's LEO website for all employment recruitment.	(64)
Provide a support system for faculty and staff of color.	(67)
Expand benefits for LGBTQ staff.	(71)

Calendar of Implementation
ACTION ITEMS
YEAR 2
JULY 1, 2011 TO JUNE 30, 2012

RECOMMENDATION	ACTION ITEM #
Create parental awareness workshops.	(09)
Create and sustain support and resources to help international students adjust to life and education in the U.S. and meet their educational and personal requirements.	(10)
Update and increase the number of bilingual materials.	(12)
Develop resources and support for English as a Second Language (ESL) students transitioning to credit classes.	(13)
Expand non-traditional programming for women.	(14)
Increase the recruitment of diverse students and staff at Lane Community College.	(16)
Increase the retention of diverse students and staff at Lane Community College.	(17)
Accountability/evaluation of diversity in classified and faculty contracts.	(22)
Increase the recruitment area for classified staff.	(23)
Increase promotion of open positions.	(24)
Extend recruitment processes period.	(25)
Increase bilingual/bi-cultural competence of Lane's workforce.	(28)
Create safe spaces for all staff and students in athletic teams and programs.	(29)
Promote diversity and cross-cultural competencies among staff within hiring process.	(30)
Improve staff cultural competencies.	(32)
Increase Lane's presence in diversity-related events.	(44)
Continue developing courses that will fulfill the ethnic, gender, and cultural diversity graduation requirement.	(48)
Continue the development of the Transciones program.	(49)
Create a learning community for male students of color.	(50)

RECOMMENDATION	ACTION ITEM #
Multicultural/diversity statements should include sexual orientation and gender identity language.	**(63)**
Promote Lane values and goals to community.	**(68)**
Ensure awareness of language policies and regulations.	**(69)**
Create accountability for managers to implement diversity plan.	**(70)**
Increase LGBTQ presence in Lane catalog and class schedule.	**(72)**

Calendar of Implementation
ACTION ITEMS
YEAR 3
JULY 1, 2012 TO JUNE 30, 2013

RECOMMENDATION	ACTION ITEM #
Create/Expand an early academic warning system.	**(01)**
Continue and increase support for Rites of Passage program for diverse populations.	**(02)**
Include diversity questions as part of the student evaluation process.	**(15)**
Conduct and institutionalize work-place climate survey.	**(33)**
Continue to develop Native American classes such as the American Indian Language Program (AILP) and explore the development of offering a minor or certificate in Native American Studies at Lane.	**(52)**
Encourage more learning communities reflecting multicultural topics.	**(53)**
Infuse multicultural topics into the curriculum.	**(54)**
Develop service learning projects that focus and infuse diversity.	**(55)**
Further Affirmative Action Plan goals through bargained changes to contracts.	**(59)**

Calendar of Implementation

ACTION ITEMS
YEAR 4
JULY 1, 2013 TO JUNE 30, 2014

RECOMMENDATION	ACTION ITEM #
Develop credit/non-credit courses relating to disability issues.	(57)
Secure funding for English as a Second Language program to meet need of growing English Language Learner population, including student service support.	(73)
Create a student coordinator and advisor positions for diverse student population.	(74)

Calendar of Implementation
ACTION ITEMS
YEAR 5
JULY 1, 2014 TO JUNE 30, 2015

RECOMMENDATION	ACTION ITEM #
Develop a case management system.	**(11)**
Ensure privacy and safety for students and staff by creating gender neutral bathrooms in all buildings.	**(37)**
Create a Women and Gender Studies Coordinator.	**(51)**
Expand primary languages development for English Language Learner Students.	**(56)**
Create a .5-.1.0 FTE Counseling Faculty position with expertise in counseling veterans and an additional 1.0 FTE staff position for the Lane's VA Educational Benefits Office.	**(75)**

Appendix IV: Glossary

AA/D/EO   The mission of the Affirmative Action/Diversity/Equal Opportunity areas of the Diversity Office and Human Resources Department is to ensure equal opportunity and promote diversity among the staff and students, and within the college community as consistent with applicable federal, state, and local laws and regulations, and to provide a working and learning environment that is free from discrimination, harassment and retaliation.

ADA   Americans with Disabilities -The ADA is a federal civil rights law designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspects of society.

ALS   The Academic Learning Skills Department (formerly Study Skills) meets the learning skills needs of the community college student. The department offers courses designed to assist students needing to build learning skills. In addition, the department offers special services for students with learning disabilities including adaptive technology, advocacy, and individual support. Also, the department offers a sequence of courses for international students. Students learn under the direction of professional staff members who are trained in many different methods of instruction and who accommodate individual needs.

ASLCC Associated Students of Lane Community College

DPD   The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. The Difference, Power, and Discrimination model engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society.

ESL   The English as a Second Language (ESL) Program at Lane Community College provides intensive English language training. This program enrolls students from over 40 different nations and features staff who are highly-qualified and culturally-sensitive to the needs of second language learners.

LCCEA The Lane Community College Education Association's mission is to promote the faculty's interests and the faculty's vision of quality public education through collective bargaining, political action, and alliances for common aims.

LCCEF Lane Community College Employees Federation

LGBTQ Lesbian, Gay, Bisexual, Transgender & Queer

Included in budget Costs for implementing action items will be absorbed in budgets already allocated to departments.

Rites of Passage The academy is crafted in a cultural framework for the purpose of connecting multicultural secondary students of African, Asian, Native and Latino/Latina heritage. The goal of the academy is to help each student develop the cultural, academic and social skills critical for success in school and life.

TRiO   The TRiO Learning Center at Lane is a federally funded program with the goal of helping students stay in school and successfully graduate from Lane Community College and/or transfer to a four-year institution. The services are provided free to eligible students to assist them in meeting the varied challenges of college life

Appendix V:

2010-2011 Diversity Council

Elizabeth Andrade, Council Chair, LCCEF Classified Representative, President's Office

Donna Koechig, Vice-Chair, Chief Diversity & Affirmative Action Officer, President's Office

Sonya Christian, Vice-President of Academic and Student Affairs, Office of Academic and Student Affairs

Dennis Carr, Chief Human Resources Officer, Human Resources Department

Bob Baldwin, LCCEF Classified Representative, Purchasing Officer, College Finance

Jim Salt, LCCEA Faculty Representative, Faculty, Social Science Department

Barbara Susman, Management Senate Representative, Manager, Successful Aging Institute

Nancy Hart, Management Senate Representative, Associate Dean, Disability Resources & Child and Family Education

Eric Richardson, Associated Students of Lane Community College (ASLCC) Representative

Diego Davis, Associated Students of Lane Community College (ASLCC) Representative

Mark Harris, Member by Position, Substance Abuse and Prevention Counselor, Counseling Department

James Florendo, Member by Position, Native American Programs Coordinator, Multicultural Center

Jim Garcia, Member by Position, Latino/Chicano Programs Coordinator, Multicultural Center

Celia Maximin, Member by Position, Continuing Education and Downtown Center

Jill Bradley, Member by Position, Women's Program

2003-2008 Diversity Action Team

Anti-Bias/Gender/Multicultural Curriculum: **Michael Sámano**, Social Science Department

College Climate: **Drew Viles**, English, Foreign Language and Speech Department

Community Outreach and Networking: **Sydney Kissinger**, Center for Learning and Advancement

Disability: **Nancy Hart**, Student Services

Gender Equity: **Kate Barry**, Women's Programs

International Students: **Colby Sheldon**, Student Activities

Language Competence/Linguistic Diversity: **Adrienne Mitchell**, Center for Learning and Advancement

Leadership and Commitment: **Kate Barry**, Women's Programs

Lesbian, Gay, Bisexual, and Transgender: **Susan Matthews**, Student Activities

Staff Recruitment and Retention: **José Ortal**, Human Resources

Student Recruitment: **Karen Dickey**, Enrollment Services

Student Retention: **Adrian Rodriguez**, Counseling

Training and Development: **Jim García**, Human Resources

Appendix VI:

Diversity Council Charter

Purpose:

The Diversity Council will:

- Develop the campus plan and policies related to diversity
- Set response priorities for diversity issues on campus
- Advocate for the resolution of diversity issues on campus

Scope of Work:

- Develop and update campus diversity plan
- Facilitate community-wide dialogue
- Evaluate functions and activities related to diversity goals

Membership:

- VP or AVP from OISS 1
- Executive Director of Human Resources 1
- Classified 2
- Faculty 2
- Managers 2
- Students 2
- Diversity Coordinator 1
- Community member with relevant expertise 1
- Additional members by position 0-4 (or more, depending on the needs of the council)

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